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ABSTRACT

The purpose of this project was to communicate career education philosophy, methods, program activities, and evaluation results to rural Appalachian career education practitioners and the general public. The project accomplished six major objectives: (1) refined and published 500 copies of the ten best career education units, grades 1-9, developed during the first three program years; (2) involved the family in career education through a work program designed by students, families, and teachers; (3) developed and published 1500 copies of six "how to" documents; (4) developed and published 1500 copies of five regionalized monographs; (5) provided a visitation schedule for those interested in observing career education in the Kentucky Valley Educational Cooperative Area; and (6) published six bi-monthly editions of a newsletter, "The Communicator." The project directly involved 33,399 students K-12. There were 1,382 teachers, 35 counselors, 142 administrators, 324 business/labor/industry persons directly involved and 31,548 parents directly/indirectly involved. A third-party survey of 240 individuals (mostly school personnel) familiar with the project's objectives and data analysis of the 114 usable returns revealed that all dissemination activities were considered effective by respondents. (Appendixes include a career education unit, grade level 1; booklets on involving the family in career education, correlating career education with character education, and the role of the superintendent; and a copy of "The Communicator," and the evaluation report.) (Author/CSS)

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ED167820

ANNUAL REPORT

Project Number: 554 A H 70305

Grant Number: G 0077 C 0114

O.E. Entity Number: 1-610729917-A1

Title of Project: "Communicating Career Education For Rural Appalachia"

Project Director: Mr. Elwood Cornett, Project Director
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

Agency or Institution: Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

Report Period: October 1, 1977 to September 30, 1978

Date Submitted: December 28, 1978

CE 020 340

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PROJECT ABSTRACT

Purpose:	The purpose of this project was to "Communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and the general public in Rural Appalachia."
Project Number:	1. 554 A H 70305
Grant Number:	2. G 0077 C 0114
Nature of Report:	3. Final
Project Title:	4. "Communicating Career Education for Rural Appalachia."
Period Covered By This Report:	5. October 1, 1977 to September 30, 1978
Category of Project:	6. Communications
Name of Project Director:	7. Mr. Elwood Cornett
Name and Address of Grantee:	8. Kentucky Valley Educational Cooperative 325 Broadway, P.O. Box 1118 Hazard, Kentucky 41701 606 439-2311
Major Activities:	9. The project accomplished six (6) major objectives: a. Refined and published 500 copies of the ten (10) best career education units, grades 1-9, that were developed during the first three (3) years of the program b. Involved the family in career education through a work program designed mutually by students, families, and teachers c. Developed and published, 1500 copies of six (6) "how to" documents d. Developed and published, 1500 copies of five (5) regionalized monographs e. Provided a visitation schedule for those interested in observing career education in the Kentucky Valley Educational Cooperative Area

f. Published six (6) bi-monthly editions of a newsletter, "The Communicator".

Project Participants:

10. The project directly involved 18,684 students K-6, 9,439 students 7-9, 5,276 students 10-12. There were 1,382 teachers, 35 counselors, 142 administrators, 324 business/labor/industry directly involved and 31,548 parents either directly and/or indirectly involved.

Evaluation:

11. The evaluation consisted of a third party evaluators assessment of the degree to which the objectives had been met and a comprehensive research/evaluation study conducted by Dr. Clayton Omvig from the University of Kentucky.

Changes and/or Problems:

12. The problems encountered were mostly due to adverse weather conditions, forcing many schools to close for forty (40) days. Even though schedules and deadlines had to be altered immensely, the project recovered and successfully completed each objective.

Special Activities:

14. Project personnel assisted instructors from regional universites with the organizing and teaching of career education classes offered to local teachers for graduate credit. A close working relationship was established with the Kentucky State Department of Education by project personnel serving on the State Career Education Advisory Council. Special care was taken to prevent sex/role sterotyping from occuring in materials developed by the project.

Introduction

The Kentucky Valley Educational Cooperative Career Education Project began as a regional demonstration project in February, 1973, and was funded until June 30, 1976, by the Appalachian Regional Commission through the Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky. Beginning July 1, 1976, this project has been funded by the Office of Career Education, U.S.O.E., "to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public." More specifically, the target area for this project is rural Appalachia.

The Kentucky Valley Educational Cooperative is composed of eleven (11) school systems--Breathitt County, Hazard City, Jackson City, Jenkins Independent, Knott County, Lee County, Leslie County, Letcher County, Owsley County, Perry County, Wolfe County, and one (1) state vocational/technical school, which are located in the foothills of the Appalachian Mountains.

9. MAJOR ACTIVITIES

There were six (6) major objectives for this project year. Each objective is listed with comments concerning the degree to which it was attained as well as a delineation of difficulties in the process.

Objective 1: To refine and publish 500 copies of the ten (10) best career education units, grades 1-9, that were developed during the first three (3) years of the program.

Comments: 1. These units had been developed during the first three (3) years of the project, but the many requests for these materials prompted an update and revision.

2. The process used on this objective included:

-An experienced career education teacher per grade level, (grades 1-9) who met five (5) consecutive Saturdays to revise and update the units.

-Each teacher followed the same format to maintain consistency

Unit objective
Subject Area Objective (Learner outcomes)
Career Education Activities and Methods
Resources
Methods of Evaluation

-The regional staff revised the units to ensure coherence in each grade level.

-The review committee gave a critique of each unit.

-The regional staff made final revision before publishing.

3. The purpose of the career education unit is to provide educators with a simple realistic method of interweaving career education into the existing curriculum.

4. The request for career education units were greater than for any of the other printed materials, especially within the KVEC region.

5. The Office of Career Education proposed a budget cut, allowing funds only for teachers to update the units. This necessitated the KVEC staff to utilize means within the office to print, collate, and bind the units. A copy of grade level one can be found in Appendix A, page 14.

Objective 2: To involve the family in career education through a work program designed mutually by students, families, and teachers.

Comments: 1. The procedure followed to accomplish this objective was

-A LEA was chosen to develop a model with the assistance of the regional staff.

-Teachers, one per grade level 1-12, were chosen to participate.

-The public and parents were informed of the program via letters, newspaper, and telephone calls.

-Three (3) students per grade level were chosen at random to participate; prior approval had been obtained from the parents of these students.

2. An orientation session was held involving all participants, parents, students, and teachers.

3. During this session, a meal was served; the parents, students, and teachers met by grade level and after

consultation the three decided upon the project and/or activity in which the student would be involved.

4. The project and/or activity agreed upon mutually by parent, teacher, and student was performed for six (6) weeks each semester.

5. Even though this task was hampered by numerous days from school due to adverse weather conditions, these projects created much involvement of the home and community.

6. A "how to" document outlining procedures followed in this task, along with an evaluation procedure, is found in Appendix B, page 15.

Objective 3: To develop and publish 1,500 copies of six (6) "how to" documents which would be 8 to 12 pages each. The document titles are listed below:

(A) "How to" Correlate Career Education and 4-H Club Work.
(B) "How to" Correlate Career Education and Scouting.
(C) "How to" Correlate Career Education and Title I Reading and Math Programs.
(D) "How to" Correlate Career Education and Consumer Education.
(E) "How to" Correlate Career Education and Character Education.
(F) "How to" Correlate Career Education and Pre-Vocational Training.

Comments: 1. The procedure used in accomplishing this task was:

-The local career education coordinator prepared a rough draft of the document in which she/he had expertise.

-The draft was revised by the regional staff to ensure consistency and uniform format.

-The "how to" was submitted to the review committee for critical review.

-Then, the regional staff made final revisions.

2. To prevent repetition and verbosity the documents were limited in length from 15 to 20 pages.

3. *Since Career Education is mandated in Kentucky, topics were chosen on other mandated programs; such as, character education and consumer education to show the correlation between them.*

4. *This prompted a profound interest in this printed material, especially in Kentucky.*

5. *A copy of a "how to" document can be found in Appendix C, page 16. Other copies can be reviewed upon request.*

Objective 4: *To develop and publish 1,500 copies of a regionalized monograph on the role of the:*

(A) Principal
(B) Guidance Counselor
(C) Supervisor
(D) Teacher
(E) Superintendent

Comments: 1. *The process used on this objective included:*

-Local career education coordinators with experience in the roles listed above, drafted the monograph.

-In any situation where more detailed specifics were required the coordinator would consult with an authority in that field. For example, three (3) superintendents were consulted in the drafting of that monograph.

-This draft was then revised by the regional staff.

-The guide was submitted to the review committee for a critical review.

-The regional staff then made the final revision.

2. *Most of these monographs were 12 to 15 pages in length.*

3. *Many requests were received for these documents because the roles of educators had actually been defined or clarified.*

4. *A copy of the monograph on the superintendent is found in Appendix D, page 17. The other monographs may be received upon request.*

Objective 5: *To provide openhouse during the month of April, 1978, for visitors primarily from, but not limited*

to, the Appalachian region. These visitors could:

(A) View career education in the classroom.
(B) Visit their counterparts, teacher visit teacher, and principal visit principal.
(C) Obtain career education materials developed by the project.

Comments: 1. Each superintendent in the state of Kentucky and each state career education coordinator in the Appalachia region was sent a letter of invitation along with registration forms.

2. As advance registration was received by the project, a follow-up was done to provide the visitor with more detailed information, such as, meeting place, time, and specific school setting.

3. The visits were conducted for (3) three days per week for each week in the month of April, 1978. This provided visitors, who could stay more than one day, an opportunity to observe first hand each phase of career education.

4. The project entertained 429 visitors with many staying more than one day. Often times school systems sent a cadre of teachers to visit with the intentions that this cadre would conduct their own inservice after returning to their schools.

5. One week of scheduled visitations was altered to a mini-conference in which participants could view exhibits and demonstrations displayed by local school systems in the KVEC area. Miss Lillian Buckingham gave the keynote speech for the conference and Dorothy Alexander highlighted the guideleines for Career Education in Kentucky.

6. After observing the KVEC-CE program many schools requested that an inservice be conducted by the project staff. To this date eight requests have been received.

7. It appeared to the project staff that the presence of visitors caused the KVEC people to become more involved in career education.

8. Copies of the letter of invitation and the registration forms are found in Appendix E , page 18.

Objective 6: *To publish a bi-monthly newsletter, "The Communicator."*

Comments: 1. *This newsletter was disseminated bi-monthly to select educators throughout rural Appalachia. Once the mailing list was finalized, approximately 2,500 copies of the newsletter was mailed to educators and business people in the Appalachia Region.*

2. *The newsletter featured primarily career education articles/activities from the KVEC region, even though attempts were made to solicit news articles from outside the region.*

3. *It is of the opinion of this writer that a newsletter is one of the most effective ways to communicate career education. Although its a continous process to up-date the mailing lists, the newsletter remains an inexpensive way of communication. A copy of the June - September, 1978 "Communicator" is included in Appendix F, page 19.*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)			106	18,578		18,684	384	77	1,837	9,340	9,344
MIDDLE/JUNIOR HIGH (7-9)			88	9,351		9,439	186	34	493	4,702	4,737
SENIOR HIGH (10-12)			76	5,200		5,276	126	17	427	2,605	2,671
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL			270	33,129		33,399					
EDUCATIONAL PERSONNEL											
TEACHERS			5	1,380		1,385				500	885
COUNSELORS			0	35		35				14	21
ADMINISTRATORS			0	142		142				112	30
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			0	326		326					
PARENTS			3	346		349					
OTHER (specify)											
TOTAL			278	35,358		35,636					

OE FORM 467, 2/76

11. EVALUATION

Evaluation consists of two (2) parts. First, a review committee was selected to critique and evaluate all career education materials developed by the project. The committee was composed of a diversified group of persons, including administrators, teachers, state career education coordinators, career education project directors, and the labor force. A list of the review committee is included in Appendix G, page 20.

Secondly, there was a research/evaluation survey conducted by Dr. Clayton Omvig, College of Education, University of Kentucky, Lexington, Kentucky, with assistance from the KVEC career education staff. This research/evaluation survey sought to identify the "differential effectiveness" of each of the six (6) major communication tasks. Simply stated, the study wished to establish which of the objectives were most effective in motivating educators to try career education.

The instrument was mailed on August 17, 1978 to all participants who visited the project during April, 1978. The project received 90 replies from a total of 240 instruments that were mailed out. A follow-up instrument was mailed to 100 non-respondents on September 3, 1978. An additional 24 replies were received.

The KVEC project staff coded the information for the computer. Dr. Omvig ran a computer analysis of the data and his full report is found in Appendix H, page 21. Omvig's report includes research design, instruments and data collection plans and activities.

12. CHANGES AND/OR PROBLEMS

Some of the problems encountered by the Kentucky Valley Educational Cooperative during the year were:

1. A cutback in grant funds caused the project to change the following initial objectives:

Refining and publishing 1500 copies of career education units	to	Refining and publishing 500 copies of the units
Developing ten (10) "how to" documents	to	Developing six (6) "how to" guides

The units were depleted shortly after completion and an additional 500 copies were actually needed.

2. As is so common in rural Appalachia, the severe winter weather hindered the completion of tasks as scheduled, especially when

classroom teachers were directly involved. Every district within the Kentucky Valley Educational Cooperative region missed over seven (7) weeks of school and some districts missed even more.

3. The printing problems were caused primarily by equipment breakdown, especially with printing of the units, because they were printed within the project office.

4. A delay in correspondence by mail always alters the projected completed dates of written materials. This was primarily caused by the review committee failing to return promptly the critiqued draft copies. Too, many recipents of our published materials are educators, and since they are off during the summer months, this slowed our dissemination of some printed materials.

5. Dr. Owen Collins, who had been project director since February, 1973, resigned and Avery Stidham left the project in July, 1978.

6. Even though problems did arise and minor changes had to be made, each of the tasks were successfully completed.

13. DISSEMINATION ACTIVITIES

Each of the major objectives of this project was concerned with dissemination because of the intention of the project to communicate through various ways and means the successes of career education in the Kentucky Valley Educational Cooperative. The project offered as dissemination the accomplishments under each of the six (6) tasks.

Each visitor to the Kentucky Valley Educational Cooperative career education program in April received a complete set of materials developed by the project in 1978. In addition over two hundred written and phone requests have been received for materials. All these requests were filled with the exception of the career education units, which were depleted shortly after completion. Several schools, and the Kentucky State Department of Education, requested permission to duplicate portions of the units. Over 2,500 copies of the newsletter, "The Communicator", was disseminated bi-monthly to educators and business people throughout the Appalachian region.

Also, the regional staff assisted several schools throughout Kentucky with local inservices; served as resource persons for graduate classes; and explained career education to various community groups.

14. SPECIAL ACTIVITIES

The regional staff served on the State Career Education Advisory Committee giving input to the implementation of career education state wide and assisting with the Kentucky State Plan for the Career Education Incentive Act.

Special efforts were made to reduce sex/role stereotyping in the materials developed by the project. A review form was sent out with the materials to the review committee containing items that reviewers were to check if any sex/role sterotyping appeared in the materials. Reviewers were to identify and specify the problem.

The teachers and career education coordinators who drafted materials for the units, "how to's", and monographs, were briefed on ways to eliminate sex/role sterotyping.

Finally, the Office of Career Education in Washington was most helpful in advising the project staff on ways to eliminate sex/role stereotyping in the publications.

OMB APPROVAL NO. 29-R0224

FINANCIAL STATUS REPORT

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"U. S. Office of Education (O C E)."	G007700114

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION	4. EMPLOYER IDENTIFICATION NO.	5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.	6. FINAL REPORT	7. BASIS OF REPORT
Kentucky Valley Educational Cooperative 325 Broadway, P.O. Box 1118 Hazard, Kentucky 41701	1-610729917-A1	554AH70305	[X] YES [ ] NO	[X] CASH [ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)		9. REPORT PERIOD (Month, Day, Year)	
FROM: 10 / 01 / 77	TO: 9 / 30 / 78	FROM: 10 / 01 / 77	TO: 9 / 30 / 78

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	61,130.74						
b. Total program outlays this period	88,869.26						
c. LESS: Program income credits	0						
d. Net program outlays this period	88,869.26						
e. Total program outlays to date	150,000.00						
f. LESS: Non-Federal share of program outlays	0						
g. Total Federal share of program outlays	150,000.00						
h. Total unpaid obligations	0						
i. LESS: Non-Federal share of unpaid obligations	0						
j. Federal share of unpaid obligations	0						
k. Total Federal share of outlays and unpaid obligations	150,000.00						
l. Total Federal funds authorized	150,000.00						
m. Unobligated balance of Federal funds	0						

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)	12. REMARKS (Attach additional sheets if necessary)
[ ] PROVISIONAL [ ] FINAL [ ] PREDETERMINED [ ] FIXED	
b. RATE / c. BASE	
d. TOTAL AMOUNT / e. FEDERAL SHARE	

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE	TELEPHONE (AREA CODE / NUMBER / EXT.)
Elwood Cornett, Director	606 / 439-2311 /

SIGNATURE OF AUTHORIZED OFFICIAL	DATE REPORT IS SUBMITTED
Elwood Cornett	December 28, 1978

HEW-601T

APPENDIX A

Career Education unit grade level 1

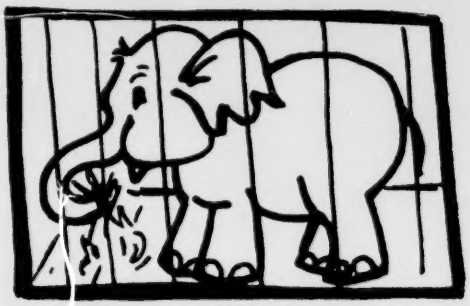
GRADE 1

CAREER EDUCATION UNITS FOR

OUR COMMUNITY

THE FARM

HEALTH DEPARTMENT



THE ZOO

DRUG STORE

SCHOOL HELPERS

OUR JANITOR

RESTAURANT HELPERS

MY RESPONSIBILITIES

PETS

DEVELOPED BY:
Select Teachers In
The Kentucky Valley
Educational Cooperative
Area

SPONSORED BY: Kentucky
Valley Educational Cooperative
Elwood Cornett, Director

CAREER EDUCATION PHILOSOPHY

Ky. Valley Educational Cooperative
Career Education Project

Spring, 1978

We believe that all students have the right to expect their educational program to provide opportunities to learn about the world of work and to explore a wide range of work in order that their future career choices will be intelligent ones.

We believe that the program should include all possible careers and be an integral part of the total school curriculum utilizing the resources in the school, home, and community.

We believe that the program to be effective, meaningful and interesting, must involve the students in "real life" situations, that students need to see the practical side of education as well as the theoretical.

We believe that this program should be interdisciplinary in nature, providing a realistic connection between subject matter studies in school and their use in the world of work.

We further believe that this program should help students develop a positive self-image, improve their social skills, develop a desirable attitude toward work and develop a self-understanding which will lead to responsible career decisions.

We believe that the curriculum needs to be responsive to a wide range of student abilities, that students with mechanical ability should be rewarded as well as those with more academic skill.

We believe that the curriculum should be alive with meaningful activities, that students learn best by doing.

We believe that the curriculum should be a growing and changing organism in response to the changing needs of society and hence the changing needs of students.

We believe that career education is a vehicle for a responsive curriculum, that its approach can include other desirable programs, such as environmental, consumer, drug, sex, and basic education.

PREFACE

This booklet contains ten career education units written and revised by those dedicated teachers in the Kentucky Valley Educational Co-operative who always are looking for ways of improvement. Naturally, the units were developed with children in the KVEC region in mind, but even so, one can readily detect a parallelism with any course at this particular grade level.

The purpose of the following career education units is to provide educators with a simple realistic method of interweaving career education into the existing curriculum. Included at the end of the ten career education units is a set of career education Concepts and Skills which can be used as a supplement to the units or as a seperate method to infuse career education. Regardless of the method chosen to involve career education, the units and Concepts and Skills do show some harmony but not always a high correlation in the activities, methods, and general format.

This procedure was chosen due to the latitude it would lend educators using the guide, because it is obvious teachers will change some activities, resource persons, and evaluation methods to meet their specific needs.

Each Career Education Unit follows the format listed below:

-Unit Objective
-Subject Area Objective (Learner Outcomes)
-Career Education Activities and Methods
-Resources
-Methods of Evaluation

The following Career Education Units were revised by:

Creeda Bates. . . . . .Letcher County Schools

Art Work:

Tincie Rogers. . . . . .English and Spanish Teacher
Jackson City Schools
Jackson, Kentucky 41339

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DISCRIMINATION PROHIBITED: *Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.*

A Generic Definition of Career Education

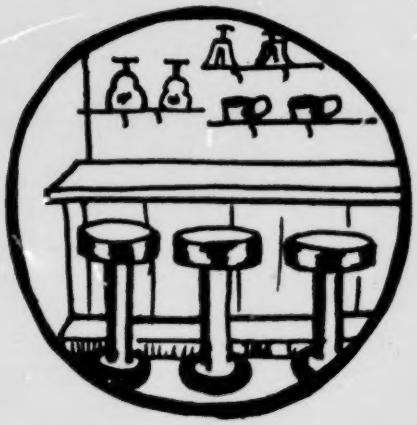
by

[1]Dr. Kenneth B. Hoyt
Director
Career Education
U.S. Office of Education

Career Education can be defined as an effort aimed at refocusing American Education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make a meaningful, productive, and satisfying part of his or her way of living.

[1]. *Hoyt, Kenneth B. A primer for Career Education (Washington, D.C.: Office of Career Education, U.S. Office of Education, 1977) . pg. 5.*

DRUG STORE



SOME RELATED CAREERS ARE

Pharmacist

Clerk

Drug Salesperson

Doctor

Owner

Manager

Custodian

DRUG STORE

I. UNIT OBJECTIVE

The first grade students at _____ Elementary School will become more aware of the world of work by studying the local drug store and the people who work there. Through interviews, a field trip, role-playing and the use of visual aids, they will become aware of the various jobs available in a drug store and the related advantages and disadvantages of these occupations.

The focal point of the unit--the element which can be shared with the total school and community--will be a simulation of a drug store with role-playing and skits.

Students will be evaluated through pre-and post-testing, ability to work as a group, student interest and participation.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on the Drug Store, ninety per cent (90%) of the first grade students at _____ Elementary School will be able to:

1. Construct a collage about the drug store.
2. Draw pictures of the visit to the drug store.
3. Make puppets of workers in a drug store.
4. Simulate a drug store in the classroom and make signs and posters to enhance the simulation.

B. Health

At the conclusion of the unit on the Drug Store, eighty-five per cent (85%) of the first grade students at _____ Elementary School will be able to:

1. Explain to the teacher's satisfaction why we should not take medicine prescribed for someone else.
2. Point out the dangers of not taking the exact dosage as indicated on the prescription label.
3. Tell why some medicine containers are made so that they cannot be opened by children.
4. Discuss why we sometimes need to take vitamins.
5. Recognize that prescriptions by a doctor are needed in order

to purchase most drugs.

C. Language Arts

At the conclusion of the unit on the drug store, eighty-five per cent (85%) of the first grade students at _____ Elementary School will be able to:

1. Increase their speaking and reading vocabulary by 15 words which are related to the drug store.

2. Relate their experience of visiting the drug store to the teacher to write on large chart paper in form of an experience chart.

3. Make charts listing items found in a drug store.

4. Write thank you notes to the druggist thanking him for allowing the class to visit the drug store.

5. Compile questions to ask persons to be interviewed. Dictate these questions to the teacher who will record the questions on a large chart paper.

6. Write a story entitled--"When I Grow Up I Will Be a Pharmacist".

D. Math

At the conclusion of the unit on the drug store ninety per cent (90%) of the first grade students at _____ Elementary School will be able to:

1. Measure one teaspoon and one tablespoon dosages from a water filled bottle.

2. Count out with "M and M" pills the number of pills to be taken in one day and how many would be taken over a period of five days.

3. Count the exact change to pay for an ice cream cone at the drug store.

4. Name two things seen at the drug store that were square, round, rectangular, or triangularly shaped.

E. Science

At the conclusion of the unit on the drug store, ninety per cent (90%) of the first grade students at the _____ Elementary School will be able to:

1. Explain that some medicines are to be stored under different conditions in order to preserve the medicine.

2. Understand that some medicines are in a solid form and that some are in liquid form.

F. Social Studies

At the conclusion of the unit on the drug store, ninety per cent (90%) of the first grade students at _____ Elementary School will be able to:

1. Discuss how they can arrange their simulated drug store in such a way that those who work there will be working under satisfactory conditions.

2. Note that different items found in a drug store come from other places in the United States and from foreign countries.

3. Realize that our government pays for medicine for those who cannot afford to pay.

4. Identify and list the job name and responsibilities for at least three workers in a drug store.

5. Recognize and heed the skull and bones danger sign found on many drug containers.

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. Letters will be written to parents explaining the purpose of the unit and asking permission for the child to go on a field trip.

2. Parents will be used as resource persons to find out what services the drug store offers them.

3. Parents will be invited to see the focal point of the unit.

4. Parents may be asked to accompany the students on the field trip.

B. Field Trips

The first grade students will go on a field trip to a drug store.

C. Hands On Activities

1. Students will cut pictures from magazines to form a collage depicting items found in a drug store.

2. Students will work together on a chart showing the Do's and Don'ts of taking medicine.

3. Students and teacher will visit the library and select books that tell about the drug store.

4. Students and teacher will simulate a drug store in the classroom.

D. Role-Playing

Students will role-play:

1. Owner of drug store
2. Pharmacist
3. Clerk
4. Drug salesperson
5. Manager
6. Janitor

E. Simulation

Students will use materials available to them to simulate a drug store in the classroom.

IV. RESOURCES

A. Resource Persons

1. Owner of the drug store
2. Clerk
3. Pharmacist
4. Parents
5. Manager

B. Visibilities

1. Collage
2. Posters
3. Charts
4. Bulletin Boards
5. Children's Art Work

C. Equipment and/or Other Materials

1. Books
2. Word Cards
3. Doctor's prescription pad
4. Markers
5. Glue
6. Empty pill containers
7. Play Money
8. M and M's (Candy)
9. Teaspoon and Tablespoon
10. Squares, circle, rectangle & triangular containers
11. Paper bags for puppets
12. Large cardboard boxes
13. Pictures of items found in the drug store.

V. METHODS OF EVALUATION

Students will be evaluated by:

1. Pre-and-post testing

2. Ability to work as an individual and in a group

3. Student interest and participation

HEALTH DEPARTMENT

SOME RELATED CAREERS ARE

Receptionist

Doctor

Nurse

Nurses' Aide

Secretary

Administrator

Sanitation Officer

Health Inspector

HEALTH DEPARTMENT

I. UNIT OBJECTIVE

The first grade students at _____Elementary School will become more aware of the world of work by studying the various occupations within the local health department. Through a field trip to the local health department, interviews, role-playing and simulation, the students will increase their self-knowledge, economic, educational skills and training necessary in operating a health department.

The focal point of the unit-the element which can be shared with the total school and community-will be the presentation of the class role-playing the different occupations within the health department.

II. SUBJECT AREA OBJECTIVES (Learner Outcomes)

A. Art

At the conclusion of the unit on careers within the health department, ninety per cent (90%) of the first grade students at ____ _____ Elementary School will be able to:

1. Make puppets depicting workers in the health department.
2. Draw pictures of their impressions of the health department after their visit.
3. Prepare charts and pictures showing good food habits, visiting doctors regularly, and good dental care.

B. Language Arts

At the conclusion of the unit on careers within the health department ninety per cent (90%) of the students in the first grade class at _____Elementary School will be able to:

1. Increase their vocabulary by 15 words concerning the health department.
2. Tell of personal experiences involving the health department. The teacher will record these in the form of experience charts.
3. Write invitations and letters of appreciation to those persons who visited the classroom or allowed the class to visit them.
4. Prepare interview questions which the teacher will record on a chart.

C. Math

At the conclusion of the unit on careers within the health department, eighty per cent (80%) of the students in the first grade class at _____Elementary School will be able to:

1. Weigh another child and record the weight on a chart.

2. Measure the height of another child and record the height on a chart.

3. To read a calendar.

D. Social Studies

At the conclusion of the unit on careers within the health department, eighty per cent (80%) of the students in the first grade class at _____Elementary School will be able to:

1. Better understand how the public health department offers its services to the public.

2. Conduct interviews with resource persons (Nurse, Nutritionist, Dental Hygienist, X-ray Technician).

3. Role-play workers in the health department, after simulating the office in the classroom.

4. After a visit to the hospital and/or the health department to explain in pictures and stories, how the x-ray technician's work is invaluable.

5. After an interview with the dental hygienist, demonstrate the proper procedure for brushing teeth.

6. Identify and list the job name and responsibilities for at least three workers involved in the health department.

7. After an interview with the nurse, demonstrate the use of the doctors tools, (stethescope, tongue depressor, thermometer, syringe and needle, etc.).

8. After an interview with the nutritionist, tell what foods are necessary for a balanced diet and why.

9. Realize the importance of immunizations and the possible consequences involved when we fail to immunize.

10. Participate in a "Tasting Party" of good snak foods.

III. CAREER EDUCATION ACTIVITIES and METHODS

A. Communication To Parents

1. A letter explaining the unit which is to be taught.

2. Permission slips for the field trip will be sent to parents, stating the purpose of the trip, means by which the students will be going, and the place and the date.

3. Parents will be invited to see the focal point of the unit.

4. Parents will be asked to answer a list of questions prepared by the students. The answers will let the teacher know whether or not the child is putting into practice what he has learned about good personal grooming.

5. Parents will be invited to assist in supervising the children on the field trip.

B. Field Trips

1. The class will tour the local health department and/or the hospital.

C. Role-Playing

Students will role-play:

1. Nurse
2. Doctor
3. Receptionist
4. Nutritionist
5. Dental Hygieniest
6. X-ray Technician
7. Administrator

D. Simulation

Students will simulate certain portions of the health department in the classroom. This simulation will be used as properties for the role-playing presentation.

E. Hands-On-Activities

1. Students will be allowed to use a stethescope to listen to another students' heart beat.

2. Help to weigh another child.

3. Measure himself/herself.

4. Take care of their own personal grooming.

5. Have a tasting party at school to sample healthful snack foods not commonly eaten by many of the students.

6. Examine x-rays showing foreign objects swallowed by children and broken bones.

7. Participate in a demonstration of the proper procedure for brushing teeth and be allowed to take the tooth brush home.

8. Use a syringe (no needle) and pretend (s)he is immunizing a classmate.

IV. RESOURCES

A. Resource Persons

1. Nurse
2. Doctor
3. Receptionist
4. X-ray Technician
5. Nutritionist

B. Visuals

1. Bulletin Board
2. Posters
3. Filmstrips
4. Charts
5. Magazines
6. Library Books
7. Newspaper Articles
8. Mirror
9. Model of Teeth
10. Dental tools (explorer, mirror , etc.)
11. Doctor's tools
12. Children's art work
13. Film "You'll See Red"
14. Snack Foods (celery and cheese, peanut butter and apple slices, raisins.
15. Pictures of food
16. Projector (filmstrips)
17. Toothbrushes (furnished by Dental Hygienist)
18. X-rays furnished by technician.
19. Tape measure
20. Scales

21. Calendar

22. Experience Charts

23. Paper bags for puppets

V. METHODS OF EVALUATION

A. Teacher devised pre- and post-tests

B. Class participation in discussion

C. Ability to work cooperatively in groups

D. Techniques used in interviewing

E. Pictures drawn upon return from the health department

F. Teacher observation of the role-playing

G. Student interest

H. Parents, teacher, student coorespondence concerning food, grooming and good food habits

MY RESPONSIBILITIES

SOME RELATED CAREERS ARE

Teacher

Mother's Career

Father's Career

Custodian

Cook

Any Others of Interest

MY RESPONSIBILITIES

I. UNIT OBJECTIVE

The first grade students at _____ Elementary School will become more aware of their responsibilities in the family, in the classroom, and in the neighborhood. They will become more aware of the responsibilities of others in various occupations. Through interviews, role-playing, and field trips, they will increase their self, educational, career, economic and skill awareness. They will gain a better understanding of the advantages of assuming responsibilities or the disadvantages of not assuming responsibilities.

The focal point of the unit-the element of the unit which can be shared with the total school and community-will be the dramatization of "The Little Red Hen".

Evaluation of the unit's success will be made through student interest in the unit, the ability to work cooperatively in the group class dramatization and parental interest.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on "My Responsibilities" one hundred per cent (100%) of the first grade students at _____ Elementary School will be able to:

1. Draw or paint a picture of responsibilities the child assumes at home.

2. Make finger puppets to use in dramatization of roles and responsibilities.

3. Make a poster using old magazine pictures which depict various workers and their responsibilities.

B. Language Arts

At the conclusion of the unit on "My Responsibilities", one hundred per cent (100%) of the first grade students at _____ Elementary School will be able to:

1. Interview persons with jobs familiar to the children and discuss the job responsibilities of those interviewed.

2. Discuss what would happen if both children and adults did not assume their responsibilities (i.e. busses would not run, meals would not be cooked, etc.)

3. Write a thank-you letter to resource persons.

4. Dramatize "The Little Red Hen".

5. Role-play responsibilities of family members and workers discussed through use of hand puppets.

6. Dictate a story which the teacher will print on chart paper to use as an experience chart.

C. Math

At the conclusion of the unit on "My Responsibilities", one hundred per cent (100%) of the first grade students at _____ Elementary School will be able with eighty per cent (80%) accuracy to:

1. Count the number of resource persons utilized.

2. Count the number of responsibilities he has.

3. Count the number of workers whose responsibilities were discussed.

4. Measure proper amount of food (store bought) for his pet.

D. Science

At the conclusion of the unit on "My Responsibilities", one hundred per cent (100%) of the first grade students at _____ Elementary School will be able with seventy-five per cent (75%) accuracy to:

1. Identify sounds heard at home and at school and their relatedness to responsibility, (i.e. the sweeping sound of a broom made by either mother or janitor.).

2. Assume responsibility for care of a pet.

E. Social Studies

At the conclusion of the unit on "My Responsibilities", eighty per cent (80%) of the first grade students at _____Elementary School will be able to:

1. After discussion, comply with school standards of behavior.

2. Recognize the importance of division of labor within the family.

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. COMMUNICATION TO PARENTS

1. Parents will be used as resource persons.

2. Parents will be invited to see the dramatization of "The Little Red Hen."

3. Letters will be sent to parents asking them to give the child some responsibilities at home.

4. Letters requesting permission slips for a field trip, stating the purpose, the date, and the place of the field trip will be sent to parents. Parents will be requested to volunteer to accompany the group on the field trip.

B. Field Trips

The first grade students will be taken on a short tour of their community to observe some of the workers performing their responsibilities on the job.

C. Role-Playing

Students will role play, depending upon the workers in which students are most interested . Some most likely will include:

1. Mother
2. Father
3. Teacher
4. Janitor

IV. RESOURCES

A. Resource Persons

1. Parents
2. Principal
3. Cook

B. Visibilities

1. Posters
2. Bulletin Boards
3. Charts
4. Magazines
5. Film Strips
6. Finger Puppets
7. Costumes for dramatization

C. Equipment and Other Materials

1. Library materials
2. Filmstrip projector
3. Record Player
4. Puzzles
5. Fingerplays
6. Songs
7. Finger paint
8. Construction Paper

V. METHODS OF EVALUATION

1. Class participation
2. Student interest in the unit
3. Demonstration of skills and/or knowledge acquired in this unit
4. Demonstration of pleasure in sharing the room duties

OUR COMMUNITY

SOME RELATED CAREERS ARE

Police Officer

Medical Workers

Postal Workers

Farmers

Fireperson

Merchants

Bankers

Teachers

OUR COMMUNITY

I. UNIT OBJECTIVE

The first grade students at _____Elementary School will become more aware of the various careers in the world of work by studying the community in which they live. Through interviews, community tours, field trips, and role-playing, they will increase their self knowledge, educational, career, economic, and skill awareness. They will become aware of the educational requirements, skills, and training required for the different occupations. They will consider the advantages and disadvantages of the careers in the community.

The focal point of the unit, the element of the unit which can be shared with the school and community, will be the role-playing of the various community helpers and a display of the projects which the students have completed pertaining to these occupations. Evaluation will include pre-and-post tests, pupil participation in group projects, and the ability to work cooperatively and effectively in groups.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on "Our Community", eighty (80) per cent of the first grade students at _____Elementary School will be able to:

1. Make a puppet to illustrate an occupation.
2. Make a mural depicting one of the job opportunities in the community.
3. Simulate a post office.
4. Make a collage depicting visits to various retail merchants in the community.
5. Construct a fireman's hat from red and yellow construction paper.

B Language Arts

At the conclusion of the unit on "Our Community", eighty (80) per cent of the first grade students at _____Elementary School will be able to:

1. Help make posters pertaining to the occupations of: the fireman, postman, merchant, postal worker, medical worker, and farmer.
2. Help make experience charts about several of the community helpers.

3. Conduct an interview with at least two (2) of the community helpers.
4. Write thank you notes to those persons who were interviewed and to those persons who permitted the class to visit their place of business.
5. Role-play the different community helpers.

C. Social Studies

At the conclusion of the unit on "Our Community", eighty (80) per cent of the first grade students at _____Elementary School will be able to:

1. Name at least five (5) different occupations in the community and discuss the job requirements of each.
2. After a field trip to the fire department, discuss how his/her family utilizes the services of the fire department.
3. After an interview with a policeman, demonstrate how the policeman is our friend and protector, by drawing a picture entitled, "Our Friend, the Policeman."
4. Recognize some of the common traffic signs such as stop, go, and caution lights - stop signs - and pedestrian crossings.
5. Assist the class in drawing a large rough map of the community showing the approximate location of each community helper.
6. View a film entitled "Our Community Helpers."

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. At the beginning of the unit, parents will be sent letters requesting their help as resource persons.
2. Parents will be invited to see the focal point of the unit.
3. Some parents will be asked to accompany the group to the fire department.

B. Field Trips

The first grade students will visit as many of the following as possible:

1. Post Office
2. Fire Department
3. Store
4. Court House
5. Bank

C. Role Play

Students will role-play the following:

1. A Merchant and Customer
2. A Doctor and Nurse
3. A Post Master
4. A Policeman
5. A Banker
6. A Fireman

D. Simulation

Students will construct a small community in the classroom. Signs will indicate each of the following stations:

1. Fire Station
2. Medical Building
3. Store
4. Police Station
5. Post Office

IV. RESOURCES

A. Resource Persons

1. Doctor and Nurse
2. Merchant
3. Post Master
4. Farmer
5. Banker
6. Fireman
7. Police Officer

B. Visibilities

1. Posters
2. Collage
3. Firemen's hats
4. Bulletin Boards
5. Map of Community
6. Simulated Community
7. Film (Our Community Helpers)
8. Costumes for role-play activities
9. Books ("I Want to Be - - -")

C. Equipment

1. Books
2. Tape Recorder
3. Phonograph
4. Film Projector and film strips
5. Library Materials

V. METHODS OF EVALUATION

1. Pre-and-post tests
2. Pupil, teacher discussion
3. Pupil participation in groups
4. Student interest in unit
5. Ability of students to work cooperatively and effectively in groups

OUR JANITOR

SOME RELATED CAREERS ARE

Maintenance

House Keeping

OUR JANITOR

I. UNIT OBJECTIVE

The first grade class at _____Elementary School will become more aware of the importance of the role of the janitor. They will identify the necessary educational skills and training needed to be a janitor of a building. Through discussion, interviews, films and field trips, the class will increase their educational, career, economic, and skill awareness.

The focal point of the unit, the element which can be shared with the school and community, will be the role-playing of situations which might occur and how a good janitor would cope with each situation. Evaluation will be based on oral pre-and-post tests and the ability of the students to work both independently and cooperatively in group situations.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Health

At the conlusion of the unit on "The Janitor", ninety (90) per cent of the first grade class at _____Elementary School will be able to:

1. Discuss the importance of a clean building.
2. Discuss the health hazards involved when a building is kept clean.
3. Discuss the importance of reading and obeying labels on cleaning supplies.
4. Recognize the skull and crossbones sign as the sign that the contents of the container on which it appears are poisonous.

B. Language Arts

At the conclusion of the unit on "The Janitor", seventy-five (75) per cent of the first grade students at _____Elementary School will be able to:

1. Read and follow directions on labels on cleaning supplies.
2. Read on-off position on fuse box and other equipment with which the janitor works.

3. Write a note, as might be required of a janitor, to make a person who works in the building aware of a certain situation (example - "I found this under Miss Brown's desk").
4. Increase their reading vocabulary by ten (10) words (janitor, building, clean, rinse, throughly, cup, gallon, vacumn cleaner, exit, entrance, window, floor, tile, carpet, furnace).
5. Discuss questions to be asked during the interviews.
6. Write thank-you notes to those persons who come for an interview.

C. Science

At the conclusion of the unit on "The Janitor", seventy-five (75) per cent of the first grade students at _____Elementary School will be able to:

1. Name the machines a janitor uses.
2. With help, learn to use these machines -broom, mop, floor scrubber, waxer, buffer, hammer, shovel, screw driver.

D. Social Studies

At the conclusion of the unit on "The Janitor", eighty-five (85) per cent of the first grade students at _____Elementary School will be able to:

1. Take a tour of the community and point out various buildings which they think would need the services of a janitor.
2. Use a simplified map of the city and find ways to reach a specified building from a certain point.

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. Letters will be written to parents explaining the purpose of the unit and asking permission for the student to go on a field trip.
2. Parents will be invited to see the focal point of the unit.
3. Parents will be asked to give his/her child a task at home and to report back to the teacher on the child's progress.

B. Field Trips

1. Students will tour the community to see which building they think use the services of a janitor.
2. Students will, if possible, tour a large building where several janitors are employed.
3. Students will visit the janitor in their school building.

C. Hands-On-Activities

1. Students will, with the help of the teacher and the school janitor, learn to use the tools and machines used by a janitor.
2. Students will have the responsibility of helping keep the main hall of the school clean for one week.

D. Role-Playing

The first grade students will role-play the janitor in the following situations:

1. Janitor finds a purse which has been left in the building.
2. Someone spills milk on the floor which the janitor has just mopped.
3. The janitor forgets to lock all the doors in the building.
4. The janitor thinks he is alone in the building, but he hears a disturbance.

IV. RESOURCES

A. Resource Persons

1. School Janitor
2. Janitor from another building
3. The School Principal

B. Visibilities

1. Vocabulary charts
2. Interview questions chart
3. Chart showing tools and machines a janitor uses
4. Bulletin boards
5. Map
6. Name Tags for equipment
7. Janitor's tools

C. Equipment and Other Materials

1. Cleaning supplies
2. Tools and machines a janitor uses
3. Measuring devices
4. Thermometer
5. Clock
6. Calendar
7. Thermostat

V. METHODS OF EVALUATION

1. Pre-and-post tests
2. Class discussion
3. Ability to work together in groups
4. Demonstration of skills acquired from the unit by helping keep the main hall of the school clean for one week
5. Parent interest and participation

PETS

SOME RELATED CAREERS ARE

Veternarian

Pet Shop Owner

Salesperson

Dog Catcher

Animal Breeder

PETS

I. UNIT OBJECTIVE

The first grade students at _____Elementary School will become more aware of the various careers related to the purchase and care of ten (10) different types of pets. Through research, interviews, field trips, and role-playing, they will increase their self knowledge, educational, career, economic, and skill awareness. They will identify educational requirements, skills, and training required for careers pertaining to pet purchase and pet care. They will also determine the economic rewards and disadvantages for these careers.

The focal point of the unit, the part which can be shared with the community, will be a play by the children entitled, "Be Kind To Your Web Footed Friends." Students will be evaluated on oral pre-and-post tests, class participation and ability to work independently and in group situations.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on "Pets", ninety-five (95) per cent of the first grade students at _____Elementary School will be able to:

1. Construct paper bag puppets of a favorite pet.
2. Draw, paint or color pets in their natural habitat.
3. Participate in making costumes for the class play.

B. Language Arts

At the conclusion of the unit on "Pets", eighty-five (85) per cent of the first grade students at _____Elementary School will be able to:

1. Recognize and pronounce on sight, twenty (20) new vocabulary workds associated with pet care.
2. Give an oral report on the traits and care of their own pet or one they like most.
3. Read ten (10) experience stories which the teacher prints on charts after the introduction of each new pet.

4. Print names of ten (10) pets introduced throughout the unit.
5. Ask questions at the interview of the veternarian.
6. Read first level library stories about pets.

C. Math

At the conclusion of the unit on "Pets", eighty (80) per cent of the first grade students at _____Elementary School will be able to:

1. Count the number of pets they have at home.
2. Count the number of feet each pet has and the number of times each pet is fed daily.
3. Assist the class in computing the cost of feeding a pet for one day.
4. Complete addition and subtraction examples using pictures of animals as counters.

D. Music

At the conclusion of the unit on "Pets", ninety-five (95) per cent of the first grade students at _____Elementary School will be able to:

1. Sing "I Love My Rooster."
2. Sing "Six Little Ducks."

E. Science

At the conclusion of the unit on "Pets", eighty-five (85) per cent of the first grade students at _____Elementary School will be able to:

1. Identify ten pictures of pets -cat, dog, rabbit, fish, turtle, frog, hamster, bird, duck, pony.
2. List the food and shelter needs of five pets.
3. Relate the environmental habits of five (5) pets.
4. Discuss two very common diseases of pets and the possible preventions and cures.
5. Recognize the sounds made by five (5) different kinds of pets.

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. Parents will be invited to accompany class on field trips.
2. On pet visitation day, parents will be invited to bring certain pets for a short visit in the classroom.
3. Parents will be invited to view focal point to the unit, "Be Kind To Your Web-Footed Friends"

B. Field Trips

The first grade students will be taken on a field trip to a veternarian clinic.

C. Hands-On-Activities

1. Students will buy small amounts of pet food at their grocery store to feed to their pet visitors on Pet Visitation Day.
2. Students will assist in bringing and caring for a pet directly in the classroom.
3. Students will make paper bag puppets of pets.

D. Role-Playing

The first grade students will role-play the following workers:

1. Animal Breeder
2. Salesman
3. Veternarian
4. Pet Shop Owner
5. Dog Catcher

E. Simulation

After a visit to the veternarian clinic, the students will assemble a clinic in the classroom for role-playing.

IV. RESOURCES

A. Resource Persons

1. Veternarian
2. Salesman
3. Rabbit Farmer
4. Parents who raise animals as pets for sale.

B. Visibilities

1. Experience charts
2. Pictures of the ten pets and people involved with these occupations
3. Puppets (Animals)
4. Bulletin Boards
5. Filmstrips on Kindness to Animals (furnished by the American Humane Association)
6. Library Books on pets

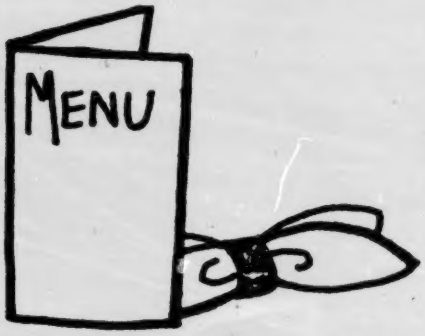
C. Equipment and other Materials

1. Tape Recorder
2. Leaflets and other information furnished (free of charge) by the American Humane Association.
3. Join the internationally famous "Kindness to Animals Club" (free of charge).

V. METHODS OF EVALUATION

1. Oral pre-and-post tests (observation of increased interest and knowledge of pets will be foremost in the assessment)
2. Class Participation
3. Oral Class Reports
4. Ability to work independently and in group situations
5. Short form parent-evaluation of the unit

THE RESTAURANT



SOME RELATED CAREERS ARE

Cook - Chef

Waitress/Waiter

Hostess

Manager

Custodian

Cashier

Bus Boy

Garbage Collector

THE RESTAURANT

I. UNIT OBJECTIVE

The first grade students at _____Elementary School will become more aware of the various careers in the world of work by studying the restaurant. Through research, role-playing, interviews, and field trips, the students will increase their self knowledge, educational, career, and skill awareness.

The focal point of the unit, the element of the unit which can be shared with the community, will be a simulation of a restaurant. The evaluation will include oral pre-and-post tests, demonstration of duties of the workers, effectiveness within group activities, class participation, interest and evaluation by the student and parent evaluation.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on "The Restaurant", ninety (90) per cent of the first grade students at _____Elementary School will be able to:

1. Trace around another child and have the child trace around him, then cut out and decorate the restaurant worker they would most like to be.
2. Cut out, paste, and construct either a chef's hat or a waitress' cap.
3. Decorate the cover of individual menu with crayons, paste, and construction paper.
4. Cut out pictures in magazines of people eating out, or a related picture involving the restaurant, and paste on a large poster board as a collage.
5. Draw, color, and cut out hot dogs, hamburgers, sandwiches, soft drinks etc., to be served in the simulated restaurant.

B. Health

At the conclusion of the unit on "The Restaurant", ninety (90) per cent of the first grade students at _____Elementary School will be able to:

1. After an interview with a waitress, demonstrate the need for proper personal cleanliness in a restaurant, by making a chart entitled, "Cleanliness is Important because--"

2. After a visit to a restaurant, prepare charts showing each worker and the responsibilities he/she has toward the public's health.
3. Through a discussion of the chef's duties, better understand why the chef must be aware of the basic food groups and of well balanced meals.
4. Demonstrate, through role-play, the proper and attractive way to set a table.

C. Language Arts

At the conclusion of the unit on the restaurant, seventy (70) per cent of the first grade students at _____Elementary School will be able to:

1. Help prepare simple menus to be used in a simulated restaurant.
2. Follow directions by waiting tables in the simulated restaurant.
3. Make position tags (waitress/waiter, hostess, cook, manager etc.) for each worker to wear during the role-playing activities.
4. Write thank-you letters to resource persons.
5. Follow a recipe to help prepare no-cook pudding mix or non-bake cookies.
6. Write a story entitled, "Why I Want to be a Waitress/Waiter.
7. Conduct an interview with at least one restaurant worker.
8. Role-play the different restaurant workers.

D. Math

At the conclusion of the unit on the restaurant, seventy-five (75) per cent of the first grade students at _____Elementary School will be able to:

1. Read prices on the menu (10¢, 25¢, 50¢).
2. Substitute pennies, nickels, and dimes to show the same amount as a quarter.
3. Count the number of people to be seated with the number of chairs at a certain table that may be in one-to-one ratio.
4. Read the directions and measure the ingredients to make no-cook pudding.
5. Arrange the measuring cups and spoons in order from largest to smallest.

E. Science

At the conclusion of the unit on "The Restaurant", ninety (90) per cent of the first grade students at _____Elementary School will be able to:

1. Follow directions for measuring and adding ingredients when orally instructed of the steps in the recipe for "Rice Krispie Treats".
2. Distinguish difference between textures of ingredients used.
3. Distinguish between sweet and salty after tasting ingredients to be used in cooking activity.
4. Identify correct worker from a tape "Who Am I?" made by the children from their favorite workers' duties.
5. Rephrase what happened to the form of the ingredients when they were heated. (example-marshmallow and butter changed form when heated).

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. At the beginning of the unit, letters will be sent to the parents telling something about the unit to be taught.
2. Parents who enjoy cooking, will be asked to make something their child could being to use during the simulation of the restaurant in the classroom.
3. Parents will be used as resource persons.
4. All parents will be invited to view the actual simulation of the restaurant within the classroom.
5. Some parents may be asked to accompany the class on a field trip to a restaurant.

B. Field Trips

1. Students will take a field trip to a restaurant.
2. Students will visit the school lunchroom.

C. Hands-On-Activities

1. Students will make non-bake cookies (Rice Krispie Treats) and/or no-cook pudding (Jello Pudding).
2. Students will take orders from the customers, record them on the order pads, and calculate the cost.
3. Students will serve food to the customers.
4. Students will use play money as exchange.

D. Role-Playing

The students will role-play the following workers:

1. Cook - Chef
2. Waitress/Waiter
3. Hostess
4. Manager
5. Janitor
6. Cashier
7. Garbage Collector

E. Simulation

The students will simulate a restaurant in the classroom and will role-play the duties of all the restaurant workers and customers.

IV. RESOURCES

A. Resource Persons

1. Manager of the restaurant
2. Parents
3. Lunchroom Workers
4. Waitress/Waiter

B. Equipment and Other Materials

1. Tape Recorder
2. Film strip Projector
3. Empty tape
4. Hotplate, saucepan, measuring cups and spoons
5. Play money, dishes and flatware
6. Art Materials
7. No-cook pudding mix and/or non-bake cookie ingredients

C. Visuals

1. Posters
2. Simplified Menus
3. Bulletin Boards
4. Magazines for preparing food collages
5. Filmstrips
6. Recipe Chart
7. Library books
8. Costumes

9. Life size poster of each child as the restaurant worker he most wants to be.
10. Chart (Cleanliness is Important becuase -)
11. Chart of basic food groups.
12. Cardboard hot dogs, hamburgers, etc.
13. Construction paper chef's hats and waitress' caps
14. Tape prepared by children (Who Am I?)
15. Play money

V. METHODS OF EVALUATION

1. Oral pre-and-post tests
2. Ability to demonstrate knowledge of duties by playing the role of the workers
3. Effectively working in groups
4. Participation of class during the unit
5. Interest level of student during the unit

SCHOOL HELPERS

SOME RELATED CAREERS ARE

Principal

Librarian

Custodian

Bus Driver

Cook

Nurse

SCHOOL HELPERS

I. UNIT OBJECTIVE

The first grade students at _____ Elementary School will become more aware of the various occupations in the world of work by studying the careers represented by the school personnel who will be called "School Helpers". Through interviews, resource persons, field trips, stories, pictures, books, recordings, and role-playing, the students will become more aware of the skills, responsibilities and education required for the position of principal, teacher, librarian, cook, janitor, and the bus driver. The students will have some knowledge of the advantages and disadvantages of each of the above occupations.

The culminating activity of the unit-the element of the unit which can be shared with the school and community-will be the parents' tea. The students will entertain the parents by role-playing skits in a simulated setting.

The students will be evaluated on participation, interviews, oral discussion and individual oral tests on the skills, responsibilities, and approximate education required to secure a position in each of the careers studied.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on school helpers, ninety-five per cent (95%) of the first grade students at _____ Elementary School will be able to :

1. Demonstrate a knowledge of the roles of five school helpers by drawing pictures of each helper busy at work.

2. Assist the class in drawing a large map of the school showing the stations of the helpers.

3. Use boxes and materials found at home to construct a model of the school.

4. Decorate the room for the Parent's Tea.

B. Health

At the conclusion of the unit on school helpers, eighty-five per cent (85%) of teh first grade students at _____ Elementary School will be able to:

1. Prepare charts and pictures demonstrating the janitors role in

school sanitation.

2. After an interview with the lunch room supervisor, demonstrate with pictures the value of a well balanced meal.

3. After a visit to the principal's office, explain the process used in a fire drill.

C. Language Arts

At the conclusion of the unit on school helpers, one hundred per cent (100%) of the first grade students at _____ Elementary School will be able to:

1. Through role-playing a secretary, participate in a telephone conversation using proper telephone manners.

2. Role-play the different school helpers.

3. Conduct an interview with at least two of the school helpers.

4. Help make experience charts about the different school helpers.

D. Math

At the conclusion of the unit on school helpers, eighty-five per cent (85%) of the first grade students at _____ Elementary School will be able to:

1. Recognize the basic geometric figures---square,circle, rectangle, and triangle.

2. Recognize each hour and half hour on the clock.

3. Match shapes, colors and varying sizes.

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. At the beginning of the unit letters will be sent to parents telling something about the unit.

2. Parents will be invited to the school for skits and/or role-playing.

3. Letters will be sent to parents inviting them to a tea given by the class.

B. Field Trips

After a story of how the gingerbread man has been seen in several of the school stations, the first grade class will be taken on a tour of the stations of the school helpers. As they leave each station they will ask if the helper has seen the gingerbread person after the

final station (the lunchroom) is visited, the cooks will discover that there is a gingerbread person for each student.

IV. RESOURCES

A. Resource Persons

1. Principal
2. Librarian
3. Janitor
4. Bus Driver
5. Cooks and Lunchroom Supervisor
6. School Secretary

B. Visuals

1. Posters of school helpers
2. Cardboard model of the school building
3. Large, rough map of the school showing the stations of the different school helpers.
4. Clay models of helpers.

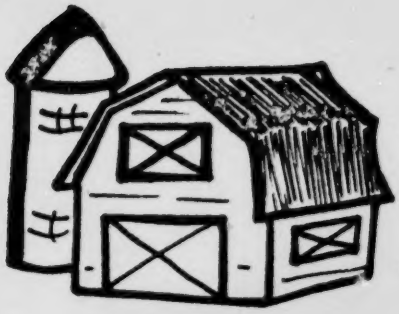
C. Equipment and/or Ohter Materials

1. Books ("I Want To Be")
2. Filmstrip ("Peter Goes To School")
3. Construction paper
4. Paste
5. School menu for the week
6. Magazines
7. Two toy telephones
8. Chart Paper
9. Markers
10. Cardboard boxes
11. Clock
12. Scissors

V. METHODS OF EVALUATION

1. Participation in interviews
2. Individual oral tests on the job responsibilities of the school helpers.
3. Interest shown in the school helpers unit
4. Ability to work in groups
5. Ability to conduct an interview
6. Changed attitudes of students toward willingness to run errands to the school helpers stations

THE FARM



SOME RELATED CAREERS ARE

Farmer

Farm Workers

County Extension Agent

Equipment Operator

THE FARM

I. UNIT OBJECTIVE

The first grade students at the _____Elementary School will indicate a knowledge of the people, animals, and activities that are necessarry on a well-run farm. The teacher shall evaluate the class through role-play activity, class discussion, oral pre and post-tests, and ability to work on activities involving creative expression.

The focal point of the unit, the element of the unit which can be shared with the community, will be a "Farm Frolic Day", complete with the country costumes for the students, their parents and the teachers, barn dancing and country tales.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on the farm, ninety per cent (90%) of the first grade students at _____Elementary School will be able to:

1. Construct six of the most common farm animals (cow, duck, pig, sheep, chick, horse) from construction paper, glue and crayons.

2. Prepare a booklet resembling a farm which will contain the animal models.

3. Draw a baby animal alongside each mother animal.

4. Paint with tempera paint a picture of life on a farm.

5. Draw, color and cut out a picture of himself/herself and these will be displayed on a bulletin board containing a large construction paper school bus. The caption for the bulletin board will be "Our Trip To The Farm".

6. Construct a lamb using cotton, yarn, construction paper, crayons and glue.

B. Language Arts

At the conclusion of the unit on the farm, ninety per cent (90%) of the first grade students at _____Elementary School will be able to:

1. Identify and label six farm animals, when given animal words and animal pictures to match.

2. Conduct interviews with a county farm agent and the owner of a small animal farm.

3. Explain how vegetables are grown, after the teacher has demonstrated how the small plant inside a bean seed wants to grow. Each child will plant a seed and observe how soil, rain and sunshine are essential for the growth of the seed.

4. Make a field trip to a farm, take a walk through the woods, and enjoy a picnic lunch together.

5. Display and discuss pictures of equipment used by the farmer.

6. Compose stories, songs, and poems about the farm.

7. Write invitations and letters of appreciation to the farm agent and the farmer.

8. Make bulletin boards displaying some of the stories, pictures, songs, poems and paper models which they have made about the farm.

C. Math

At the conclusion of the unit on the farm, ninety per cent (90%) of the first grade students at _____Elementary School will be able to:

1. Participate in a game of matching sets of animals with the correct numeral.

2. Recognize a circle, square, triangle and rectangle when cutting construction paper animals. (The teacher will stress that corners are cut off of squares to make circles, and that triangles are squares and rectangles cut diagonally.)

D. Music

At the conclusion of the unit on the farm, ninety per cent (90%) of the first grade students at _____Elementary School will:

1. Voluntarily participate in the group songs and song activities about the farm.

2. Sing "Old McDonald", "Greenbrier Tree", "Baa Baa, Black Sheep", "Mary Had A Little Lamb", and "Grandmother's Farm".

3. Assist in composing a song to the tune of "If I Had A Hammer" (ex. If I had a horse, I'd plow him in the morning, etc.)

E. Social Studies-Science

At the conclusion of the unit on the farm, ninety per cent (90%) of the first grade students at _____ Elementary School will be able to:

1. Identify and list the job name and responsibilities for at least three workers on a farm.

2. Demonstrate charts and bulletin boards illustrating different kinds of farms.

3. Match the mother farm animals with their babies.

F. Writing

At the conclusion of the unit on the farm, seventy-five per cent (75%) of the first grade students at _____ Elementary School will be able to:

1. Compose a letter of invitation and one of thank-you using correct letter form and will be able to do so with well-formed manuscript writing.

2. Print on charts legibly and neatly.

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. At the beginning of the unit, letters will be sent to parents telling something about hte unit to be taught.

2. Parents will be invited to see the role-playing activities.

3. Parents will be asked to accompany the class on the field trip to the farm.

4. Parents will be invited to serve as resource persons.

5. Parents will be invited to: a) help plan a "Farm Frolic"; b) prepare snaks for the Frolic: c) dress up country style; d) make costumes for their child; e) decorate the room for the Frolic.

B. Hands-On-Activities

1. Students will be able to Observe Cotton brought to the classroom.

2. Students will be able to observe dairy products brought to the classroom, such as, milk, butter, cheese, and discuss the nutritional value.

3. Students will, during the field trip to the farm, closely observe the farm animals and possible, will be allowed to touch some of the animals.

C. Role-Playing

The students will role-play:

1. Old McDonald
2. The Farm Hand
3. Mrs. McDonald
4. Farm Machinery Operator

IV. RESOURCES

A. Resource Persons

1. Farmer
2. Farmer's Wife
3. Parents
4. Small animal farmer
5. _____County Farm Agent

B. Visuals

1. Flannel Board
2. Animal Pictures
3. Pictures of fruits & vegetables
4. Pictures of equipment used by the farmer
5. Construction paper models of animals and farm
6. Bulletin Boards
7. Tape Recorder and tapesq
8. Construction paper (all colors)
9. Glue
10. Scissors
11. Hoe, rake, milk pail
12. Newsprint
13. Tempera Paint
14. Bean Seeds
15. Paper cups
16. Fertile Soil
17. Crayons
18. Cotton
19. Yarn
20. Dairy Products

V. METHODS OF EVALUATION

The following methods of evaluation will be used:

A. Class discussion

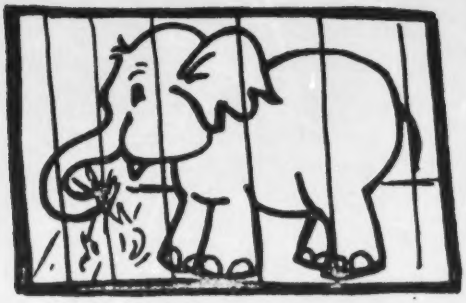
B. Ability to work cooperatively in groups

C. Responsiveness to person being interviewed

D. Students' evaluation and interest in the unit

E. Demonstration of skills and/or knowledge acquired from the unit

THE ZOO



SOME RELATED CAREERS ARE

Ring Master

Veternarian

Ticket Sales Person

Gate Keeper

Maintenance

THE ZOO

I. UNIT OBJECTIVE

The first grade students at _____ Elementary School will become more aware of the various careers related to the zoo. Through research, role-play, interviews and field trips, they will increase their self-knowledge, educational, career, economic and skill awareness.

The focal point of the unit, the element of the unit which can be shared by the community, will be the simulation of a zoo classroom. Students will be evaluated on oral pre-and-post tests, class participation and ability to work independently and in group situations.

II. SUBJECT AREA OBJECTIVES (LEARNER OUTCOMES)

A. Art

At the conclusion of the unit on "The Zoo", seventy-five per cent (75%) of the first grade students at _____ Elementary School will be able to:

1. Better manipulate scissors, pencils, and art materials.
2. Make six (6) construction paper zoo animals (lion, elephant, giraffe, bear, monkey, and kangaroo).
3. Make a zoo book to contain the animals.
4. Draw and color the baby zoo animals.
5. Make paper chains and from these construct cages and tents for the paper animals.
6. Make costumes for the role-playing activities.

B. Language Arts

At the conclusion of the unit on "The Zoo", eighty per cent (80%) of the first grade students at _____ Elementary School will be able to:

1. Conduct an interview with a person who owns and/or cares for animals.
2. Help prepare experience charts about a visit to a zoo.
3. Role-play the different zoo workers.
4. Recognize and pronounce the names of six (6) zoo animals.
5. Match colors and color words.

C. Math

At the conclusion of the unit on "The Zoo", eighty-five per cent (85%) of the first grade students at _____ Elementary School will be able to:

1. After selling tickets to the zoo for one cent each, count the gate receipts.

2. Recognize the basic shapes of circle, square, triangle, and rectangle when cutting construction paper animals (Stress--- the corners are cut off squares to make circles and that triangles are squares and rectangles cut diagonally).

D. Music

At the conclusion of the unit on "The Zoo", eighty per cent (80%) of the first grade students at _____ Elementary School will be able to:

1. Sing "Daddy's Taking Us to the Zoo, Tomorrow"

2. As each zoo animal is introduced, help create a song about the animal, using a familiar tune (ex. "Old Man Noah had a Zoo"- to the tune of "Old McDonald Had a Farm").

3. Sing "I Went to the Animal Fair"

4. Demonstrate a knowledge of rhythm patterns as taught in "Elephant Walk" and "Monkey Swing"

E. Science

At the conclusion of the unit on "The Zoo", seventy-five per cent (75%) of the first grade students at _____ Elementary School will be able to:

1. Differentiate between zoo, farm, and wild animals.

2. Discuss life at the zoo, after viewing a film about the zoo.

3. After interviewing a state wildlife conservationist, demonstrate through pictures, how the animal's zoo homes resemble their natural ones.

4. Discuss the size, color, habits, and food consumption of at least six (6) zoo animals.

5. Identify each zoo worker and tell at least two (2) responsibilities of each.

F. Social Studies

At the conclusion of the unit on "The Zoo", seventy per cent (70%)

per cent of the first grade students at _____ Elementary School will be able to:

1. Help prepare a bulletin board showing the different zoo workers and their responsibilities.

2. Prepare oral reports on the zoo animals, using pictures from magazines to demonstrate.

3. Identify at least six (6) zoo animals and correctly tell some identifying characteristics.

III. CAREER EDUCATION ACTIVITIES AND METHODS

A. Communication To Parents

1. Parents will be sent letters of invitation to the role-playing activities.

2. Some parents will be asked to accompany group when visiting the zoo and when visiting the library for the zoo film.

3. Parents will be used as resource persons.

B. Field Trips

1. Children will take a field trip to the zoo, if possible.

2. The students will take a field trip to the county library for a film about the zoo.

IV. RESOURCES

A. Resource Persons

1. Wildlife conservation officer
2. Zoo Keeper
3. Librarian
4. Parents who own and/or care for animals

B. Visuals

1. Bulletin Boards
2. Zoo Books and construction paper animals
3. Magazines for charts
4. Film (The Zoo)
5. Library Books
6. Costumes
7. Charts

C. Equipment and Other Materials

1. Tape Recorder
2. Filmstrip projector & film
3. Movie projector & film
4. Records & record player
5. Teacher-made tickets for the zoo.
6. Construction paper glue and scissors
7. Drawing paper

V. METHODS OF EVALUATION

1. Class discussion
2. Ability to work cooperatively in groups
3. Oral reports
4. Techniques used in interviewing resource persons
5. Students' evaluation of unit
6. Parents' evaluation of unit

CAREER EDUCATION CONCEPTS AND SKILLS

The following pages are Concepts and National goals in Career Education. Teachers may change activities, resource persons, and evaluation methods to meet their specific needs. It is not expected that a teacher would do all seven concepts and skills in each unit, nor do all that are included under any one concept or skill.

CONCEPT: CAREER AWARENESS

GRADE LEVEL: 1

Goals:

1. To assist students in increasing their awareness of home, school, and community related careers.

2. To assist students in relating home and school jobs to community services.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade, each student will be able to identify his/her parents' job or jobs and to explain how these jobs are relative to community harmony.

2. By the end of the first grade, each student will be able to identify the roles of the various school helpers (e.g. cooks, janitors, principal,secretary, and school nurse).

3. By the end of the first grade, each student will be able to recognize that shcool personnel, just as home members, must work together to achieve a pleasant environment.

4. By the end of the first grade, each student will become more aware of the responsibility of a family member, a member of the school, and a member of the community.

Suggested Activities:

1. Interview as many parents as possible. Direct the interview so that it reveals the community service being performed by each parent.

2. Divide the class into small groups. Suggest that each group prepare and present a role-play activity featuring school and community helpers. After each presentation the class may guess the job being portrayed.

3. Through playing a game called, "The Runaway Gingerbread Man", visit the work stations of various school helpers. Prepare a large map of the school, showing the stations of the school helpers, and have the class follow the route that the Gingerbread Man followed. (Gingerbread Man Cookies for all class members should be waiting at the final station visited.)

Suggested For Evaluation:

1. Select ten pictures of community and school helpers and ask students to identify each helper.

2. Allow each child, at some time during the school year to run an errand for you to at least three school helper stations.

3. Play a game of "Guess Who ". (e.g.: One student might say, "To make our school a nicer place, this helper sweeps and cleans all day". "Guess Who?")

CONCEPT: DECISION-MAKING

GRADE LEVEL: 1

Goals

1. To assist students in making decisions in their everyday lives.
2. To assist the students in becoming aware of the consequences of personal decision-making.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will be able to understand that (s)he must and should bear the consequences of his/her personal decision-making.
2. By the end of the first grade each student will have experienced a situation in which his/her decision was important to the effectiveness of a group activity.
3. By the end of the first grade each student will experience setting a simple goal and working toward accomplishing that goal.

Suggested Activities:

1. Suggest that each child set a goal and work toward accomplishing that goal. (e.g. A personal contract such as this may be signed. I, (name), will make a book about five school helpers. I will complete this task by (date)
2. In planning one of your annual school parties, divide the class into three groups; assign each group a specific area (e.g. refreshments, entertainment, decorations) and ask each group to report their plans prior to the party; observe the outcome of the party and discuss the effectiveness of the group activity.
3. After a class discussion on taking turns and respecting the rights of others; have the class construct a bulletinboard entitled, "Fair Play", and display relevant pictures and/or stories.

Suggestions For Evaluation:

1. The teacher will make daily observations of the students' ability to make wise decisions.

2. Encourage the students to evaluate their own decision-making and ability to work in groups by completing check-lists and answering questions concerning their involvement in decision-making activities.

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 1

Goals:

1. To assist the students in increasing their awareness of the value of money.

2. To assist the students in developing an awareness of the exchange of goals and services.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade, each student will be able to understand the "pennies" value of a nickel, dime, quarter, and dollar.

2. By the end of the first grade, each student will increase his/her awareness of the parent(s) as wage earners.

3. By the end of the first grade, each student will develop an awareness of persons in the community from whom they receive services in exchange for money.

Suggested Activities:

1. Assist the class in planning a party. Have them compare prices and purchase materials, using a specified amount of money--preferrably, money that they have earned in a class project.

2. Divide the class into groups of six. Give each group a different toy catalog. Have them list the cost of ten specified toys, and compare the prices during a large class discussion.

3. During a unit on the "Post Office", ask the local postmaster to bring stamps to the classroom. Allow each child to purchase a stamp and mail a Mother's Day Card, and have the class discuss with the postmaster the many ways the Postal service must use the money.

Suggestions For Evaluation:

1. Ask each student to identify the "pennies" value of a nickel, dime, quarter, and dollar.

2. Allow three members of the class to select a community helper (e.g. milkcarrier, mailcarrier, firefighter,) and make a paper-bag puppet of that helper and grant the class an interview with his/her puppet. Instruct the class to determine the services received in exchange for money.

CONCEPT: EDUCATIONAL AWARENESS

GRADE LEVEL: 1

Goal:

1. To assist students in understanding the similarities and difference between home roles and school roles.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will develop an understanding of the similarity of the parent-teacher roles and the student-family member roles.

2. By the end of the first grade each student will develop an awareness that (s)he should know how to read, write, and do math to function effectively in any job.

Suggested Activities:

1. Assign a Specific home duty (e.g. take out garbage, clean up room, wash dishes) to each child and have the child keep a record of his/her achievements.

2. Invite a farmer and/or his wife for an interview with the class (preferrably, during the teaching of a unit on "The Farm"). Direct the questioning so the interview reveals how the basic skills are necessary to both the farmer and his wife.

3. Encourage each student to accept a classroom responsibility (e.g. water flowers, dust shelves, sharpen pencils). A personal contract of accepted work duty or a bulletin-

board, displaying the names and desired duties, should be used.

Suggestions For Evaluation:

1. To culminate a unit on "The Farm", allow several students to choose a farm-related job and role-play his/her choice. Ask the students to identify how the basic skills (reading, writing, and math) are necessary to each worker.

2. Divide a large chart into two columns. Entitle the columns: (a) Responsibilities of a leader and (b) Responsibilities of a Group Member. Ask the students to help you complete the lists.

CONCEPT: HUMAN RELATIONS SKILLS

GRADE LEVEL: 1

Goal: To help students acquire the ability to work cooperatively with others, accept directions, and take responsibility.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will be able to communicate and relate effectively with his/her peers.
2. By the end of the first grade each student will be able to work cooperatively in groups.
3. By the end of the first grade each student, when given a specific oral and/or written direction, will be able to do the task described.

Suggested Activities:

1. Discuss the meaning of "friendship" and have each child describe what he/she likes about a particular friend. Assure the students that they each have some admirable characteristics and can easily acquire others.
2. Play "Pal for a Day". Each child's name will be put into a hat and half of the class will each draw a name. The person whose name a student draws will become that student's pal for a day. The pair will be encouraged to plan, work, and play together.

3. Plan a picnic. Make a list of tasks that must be done and write each responsibility on a separate sheet of paper and put it in a box. Have half the children draw the duties to be performed. The students then choose a partner and together they follow the directions.

4. After a discussion on emotions and feelings, allow the students to pantomime different emotions. Classmates will guess which emotion is being portrayed and will discuss the feelings that these emotions have evoked.

uggestions For valuation:

1. Make daily observations of each student's ability to work effectively with his/her peers. (Particular attention will be paid to those children who had the most difficult time adjusting and improvement will constantly be encouraged through positive reinforcement.)

2. The role that each child played in the planning and conducting the party and ways to improve the next one will be discussed.

3. The adjustment that the child has made to the school atmosphere and the happiness that he/she exudes, will be the greatest measure of the effectiveness of these activities.

CONCEPT: POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL: 1

Goal: To help students understand that work is a social and economic necessity.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will become aware of the importance of responsibility.

2. By the end of the first grade each student will develop an understanding of the different reasons why people work in the home, at school, and on the job.

3. By the end of the first grade each student will be able to name three reasons that work is a necessity.

Suggested Activities:

1. Guide students in selecting a chore to be done in the home. The chore will be assigned by the parent and approved by the student and the teacher. Correspondence between parent and teacher concerning the assignment is essential.

2. Allow each child, through role-playing of one of his/her parents, to explain how the parent earns money and why (s)he chose a particular career. Emphasis will be placed on the interdependence of all careers.

3. Interview several parents. Encourage questions pertaining to why (s)he chose a particular career and how necessary the career is for the family's welfare, and the welfare of other families.

Suggestions For Evaluation:

1. Allow the class to discuss reasons why they want to work when they become adults. Encourage such responses as:

   "I can help others"

   "It would be fun"

   "I could do it well",
   "
   "It is needed by others",

   or "You can make lots of money".

2. Observe closely the students' reactions to the home duty assignments and encourage the parents to use praise as a reward for a job well done.

3. Entitle a bulletinboard, "When I Grow Up", and have each child draw pictures and/or write stories telling what (s)he would like to do one day.

CONCEPT: POSITIVE SELF CONCEPTS

GRADE LEVEL: 1

Goal: To assist students in identifying self-characteristics and attributes.

Suggested Learner Outcomes: (Objectives)

1. By the end of the first grade each student will be able to identify five classroom activities which (s)he feels (s)he does well.

2. By the end of the first grade after participating in varied activities, students will see themselves as special people.

Suggested Activities:

1. Give each student a chance to share special hobbies and experiences by making "Sharing Time" part of the daily opening exercises.

2. Allow the class to dictate a short story identifying characteristics they like about each student in the class. Display these stories, along with a photograph or a self-portrait of each student.

3. Give each student a nametag which contains his/her thumbprint. (Explain that this is his/her alone and that there is no other exactly like it.)

4. Have each student make a puppet of himself/herself and use it to act out, "This Is How I Feel" or "This is What I Think" situations.

5. Plan an art show and let each student enter a personal creation. Invite others to view the show but give no awards or make no comparisons.

6. Send a "happy gram", like a telegram, when you notice something a student does especially well.

Suggestions For Evaluation:

1. At the beginning and end of the activities, have a class discussion on "Tasks I can do well".

2. Save copies of each student's classwork and allow him/her to compare it with work done at a later time.

3. Plan an informal talent show with each student displaying a certain skill. Prior to the show, discuss with the child the thing that (s)he feels (s)he does best and make suggestions where needed.

APPENDIX B

"How To" Involve the family in career education through a work program designed mutually by students, families, and teachers

"How To Involve The Family in Career Education Through a Home-School Work Program"

BY: Seldon Short
Career Education Coordinator
Jackson City Schools
Jackson, Kentucky 41339

SPONSORED BY:
The Kentucky Valley Educational Cooperative

Elwood Cornett, Director

Career Education Staff

Mr. Elwood Cornett
Director

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Kentucky Valley Educational Cooperative
Career Education Program
Hazard, Kentucky 41701

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A Definition of Career Education

by

Kenneth B. Hoyt
Director
Office of Career Education
U.S. Office of Education

"Career education can be defined as *an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living.*"*

*Hoyt, Kenneth B., *A Primer For Career Education*, 1977, p. 5

"How To Involve the Family in Career Education Through a Home-School Work Program"

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Introduction

Educators have been attempting to involve parents, teachers and students in the educational mainstream since the value of the parents' role in education was realized.

The Jackson City Schools, through a pilot project, achieved success by involving the family in career education through a Home-School Work Experience designed mutually by students, parents and teachers.

Utilizing this involvement allowed each group an opportunity to personally gain satisfaction from brainstorming and contributing ideas and methods.

Educators seeking information on the . . .

Purpose,

Definition,

Orientation,

Implementation and

Evaluation of a Home-School Work Program

should turn to page one.

Q. What is the Purpose of this "how to" document?

A. The purpose of this document is to provide educators with ideas of how to involve the family in career education through a home-school work program designed mutually by students, parents and teachers.

Q. What is a Home-School Work Program?

A. The Home-School Work Program is Involvement that extends a definite effort to better relationships between three parties—parents, teachers and students. Activities of the project generally revolved around something at home after school. However, on some occasions the students were involved during school hours. It should be noted that the parents need to be involved with the activities, whether at home or school.

Orientation

Q. How was the orientation of this program conducted?

A. The career education coordinator was responsible for:

Orienting the superintendent, the principal, and the teacher representative to the need for the program;

Giving a full explanation to the Board of Education, at a regular meeting and securing their approval;

Informing parents through correspondence, and if necessary follow-up by telephone;

Assisting in selecting the teachers and students to participate;

Assisting with the scheduling of projects;

as well as . . .

Conducting a follow-up of completed projects.

Q. What if there is no coordinator?

A. If the school system doesn't have a career education coordinator, then a building representative should be appointed.

Implementation

The time alloted for the Home-School Work Program was a six-weeks grading period each semester. A letter hand carried home by students was general in nature to serve a dual purpose: to inform the parents of the program and to seek their approval for their child to participate. From the returned forms a list was compiled of students who were selected at random for the program.

After selection of several students from each grade, with the aid of the participating teacher, the coordinator sent home a second letter. This letter invited each parent to attend a kick-off dinner at which time the program would be more fully explained. Both parents and students were to attend, as well as teachers. (See Appendix A for copies of each letter).

Q. How many students should be selected?

A. It is suggested that two (2) to six (6) students per grade be selected in cooperation with the teachers.

The Jackson City Schools chose to have an evening meal in an informal atmosphere where all concerned would be at ease and open to change. After the meal a short program was held before the participants were divided into four (4) groups: K-3; 4-6; 7-9; 10-12. (For a copy of an agenda see Appendix B). Parents and students were given an up-date of what needed to be completed. A group discussion followed in which the home-school project was mutually agreed upon by all three parties, after viewing a list of suggested activities in the form of a hand-out. (See Appendix C) The list was formulated by the superintendent, principal, teachers and the coordinator.

Q. What if a student or parent wished to try a project not on the list?

A. If the student or parent suggested a project not on the list, the idea was greeted with enthusiasm. However, an effort was made to guide the participants away from activities already being done or from stereotyped activities, such as: a girl cleaning the kitchen; a boy mowing the lawn.

At the beginning of the second six-weeks a memorandum containing guidelines was given to the participants. The project could be the same both semesters or could be changed, depending upon the mutual agreement of the students, parents and teachers. (See Appendix D for guidelines of each semester.)

During the pilot project one student chose to compile and alphabetize her working mother's recipes on 3 x 5 cards and added some she liked from the cooking section of her home economics class. Other projects included a boy learning to complete certain housekeeping chores for his working mother; a girl working with her father in remodeling and redecorating her room—including painting and carpentry; a student caring for an elderly individual, and a boy who explored various crafts with his family members.

Q. What if some activities were too hard for a certain grade level? How would you solve this?

A. A list of suggested activities, compiled by grade levels, was distributed to students, parents and teachers. In K-3, students carried out such projects as caring for pets, taking out garbage or keeping their rooms clean. In 4-6, students made gifts, constructed rag rugs, and prepared meals. In grades 7-12, students worked on projects mentioned above. In some cases this group also completed in-school projects such as assisting with the lunch program or assisting in the office of the secretary to the principal. The parents worked with these students during the in-school projects, visiting during the students' working hours.

Q. Why involve career education in work at home?

A. There are three main reasons for this involvement. The student in this project has the opportunity of becoming better aware of the world of work, as well as being involved in a project (s)he helped initiate. Factors important in each workday:

punctuality;

neatness;

consistency of performance;

acceptance of responsibility; and

enthusiasm for the job.

These can be stressed and enhanced.

The parents in the project can become more aware and can increase their understanding of the school programs and hence the educational and vocational needs of their children. Such understanding is accomplished through consultation with the teacher and student, articles in local news media, and visits to the school.

The teacher can gain a better understanding of the child's needs by building a better relationship with the parents and the student. Visitation in the home and overseeing the progress of the project aids in accomplishing this.

Evaluation

Students working in the pilot project were evaluated by the daily record they compiled in the form of a journal which told what they had done, with whom they worked and their impressions and feelings about the project.

Parents and teachers participated in the evaluation of the program by completing a locally developed instrument. (See Appendix E)

In order to aid evaluation, parents were urged to visit the school at least two times and the teachers visit the home at least two times to discuss the student's progress. The dinner meal, involving the parents, students and teachers could be the initial visit.

Q. What purpose could there be in the parent visiting the school?

A. Besides evaluation, having the parents visit the school accomplishes several goals: helping the parent understand the school program and getting the parent involved in active school consultation; and helping build rapport between parents and teachers.

One teacher in the project commented, "This was the first time I had met the shy mother of a boy completing a project." Now she is able to stop for a moment's chat on the street when she sees the mother, improving relationships all around.

All students selected for the project and a control group of students were pre-tested for attitudes toward work prior to the initiation of the program. Students from the K-3 level and 4-6 level were given the *Minnesota Affective Assessment Questionnaire for Career Education;* and students from grades 7-12 were administered the *Career Maturity Inventory.* The control and experimental groups consisted of the same number as they were randomly chosen.

The same students were post-tested utilizing the same instruments. Analysis of the post-test data can be found in Appendix F.

Culminating Activities

A culminating activity of the project was held on Honors Day—a regular event in the last month of the school year. Each student who participated in the Home-School Work Experience received a certificate of recognition on Honors Day, signed by the principal and supervising teacher. The certificates were presented by the Career Education Coordinator and viewed by the many parents present. Needless to say, this project helped foster good relations for the school.

APPENDIX A
Letter To Parents

October 27, 1977

Dear Parent,

The teachers, principal and superintendent are working hard to give your child a good education. Working with you, your child can have an education second to none. Jackson City School is fortunate in having such strong support from the parents and community at large.

Here is another opportunity to work together. Jackson City School is beginning a new program where select children at each grade level will enter into a short term work experience. This would be mutually agreeable to parents, teachers and students. The purpose is to teach the student responsibility and related skills. The program has the support of the Jackson City Board of Education.

We hope you're interested! Please sign below and return it to school tomorrow.

Sincerely,

Seldon Short
Career Education Coordinator

. . . . . .

Yes, I want to know more about helping my child gain responsibility skills.

_____

Parent's Signature

JACKSON CITY SCHOOLS

November 3, 1977

Dear Parent,

Congratulations! Your child has been selected to participate in the short term work experience program. We anticipate a very meaningful educational experience. The home and school working together can build a good future for our youth.

To further explain this, we plan a program for November 7, 1977. This will be at the Jackson City School cafeteria at 6:00 P.M. There will be a free meal provided by the school for parents and students. A short program will follow.

Tear off the form below and return to the teacher on or before Monday, November 7, or you may call the school by Monday noon.

Best Wishes,

Seldon Short
Career Education Coordinator

.....

NAME: _____ WILL ATTEND

_____WILL NOT ATTEND

_____ NO. ATTENDING

PLEASE RETURN TO JACKSON CITY SCHOOL.

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APPENDIX B
Agenda

AGENDA

Jackson City Schools
Career Education Program

November 7, 1977

6:00 P.M.	Meal
6:45 P.M.	Opening Remarks by Superintendent Herald
6:50 P.M.	Film, "Career Education in Our Region"
7:05 P.M.	Program: Explanation of Career Education by Seldon Short of the Jackson City School System, and Career Education Coordinator
7:15 P.M.	Group Meetings: Grades 1-3, Seldon Short; Grades 4-6, Hargus Rogers; Grades 7-9, Lynn Stidham; Grades 10-12, Tincie Rogers
7:45 P.M.	Teachers collect forms and General Wrap-Up.
8:00 P.M.	Adjourn

APPENDIX C
List of Possible Projects

Possible Projects

GRADES 1-3:

Home chores
Make beds
Carry out garbage
Sweep house
Sweep walks
Clean your bedroom
Make something for home
Improve personal appearance
Improve home grounds
Develop good manners
Get along better with others in family
Control my weight

GRADES 4-6:

Assist in meal preparation
Do home chores
Care for a pet
Carry out scout project
Vacuum floors
Construct model cars, airplanes
Build electric lamp or other project from kit.
Clean house on Saturday (How many?)
Keep closet and drawers neat
Care for sick or handicapped person in family or community
Make a toy for day care classes
Develop good manners

GRADES 7-9:

Wash car
Clean yard
Assist in meal preparation
Care for pet
Part-time job
Work jointly with parent on some school related project
Work with parent on minor home repair
Make Christmas gifts together
Work with parent on hobby (coins, stamps, etc.)
Carry out 4-H project with parent
Assist in family owned busines:
Read book for blind or elderly

GRADES 10-12

Part-time job
Meal preparation
Trace family tree (roots)
Advance research project (outside school time)
Redecorate a room
Baby sit
Pump gas
Carry out clerk
Sell newspapers
Sell Grit
Operate school ice cream store
Work with teachers
Prepare breakfast for my family
Clean house on Saturday
Refinish furniture
Make garment for myself
Care for sick or handicapped person in family or community
Make a toy for day care classes

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APPENDIX D
Guidelines

Guidelines for the Home & School Project
Jackson City Schools

(1) Parent, teacher and student will mutually agree upon some project or activity that will involve all three.

(2) Parent will agree to work with student and evaluate.

(3) Parent will visit school two (2) times with tonight's meeting being the first.

(4) It is suggested that teachers make two home visits during the project.

(5) Parent and teachers will have the student involved during length of project (6 weeks).

(6) Parent and teacher will ensure student reports on project by keeping: (a) records (step by step); and (b) results

(7) Students will be pre and post-tested to determine progress in project.

(8) Teacher and parent will complete an evaluation form at the end of the project. (It is suggested that a weekly progress report be kept.)

MEMORANDUM

TO: Jackson City Staff
FROM: Seldon Short
SUBJECT: Home/School Involvement Activities
DATE: February 13, 1978

Listed below are guidelines for the second semester Home/School Involvement—

(1) Second six weeks activities will begin Monday, February 13 and end Friday, March 17.

(2) The teacher has an option of changing or using same students.

(3) Students can continue with some project or begin a new one. (Teachers and parents should help with decision.)

(4) One day, March 14 or 16, visitors will be at the school.

(5) Students participating will receive a certificate during a short assembly. Parents will be invited to attend.

(6) Once students have completed project, either first or second semester; parent and teacher will jointly complete the evaluation form.

(7) March 17 and 20 students will be post-tested.

SS/ac

APPENDIX E
Locally Developed Evaluation

Career Education Evaluation Form

Home and School Project
Jackson City Schools
Jackson, Kentucky
1977-78

Name of Student _____

Parent's Name _____

Parents Approval for Student to Participate _____
(Signature)

Date _____

Project _____

Teacher and parents rate each question on a scale of 1-5 given below; with 1 being low and 5 being high.

(1) Parent and student worked together on project.

1 2 3 4 5

Comments:

(2) Parent visited school two (2) times.

1 2 3 4 5

Comments:

(3) Teacher visited home of student.

1 2 3 4 5

Comments:

(4) Students attitude toward school work showed improvement.

1 2 3 4 5

Comments:

(5) Students attendance improved.

1 2 3 4 5

Comments:

(6) Students performed task regularly.

1 2 3 4 5

Comments:

(7) Student accepted responsibility in performing task of project.

1 2 3 4 5

Comments:

(8) The students showed consistency in performance of project.

1 2 3 4 5

Comments:

(9) Students showed positive attitude changes toward work during project.

1 2 3 4 5

Comments:

(10) Students' interest in school increased during the time of the project.

1 2 3 4 5

Comments:

ANSWER QUESTIONS 11 & 12 AS HONESTLY AS YOU CAN.

(11) List the most successful part of my home and school project.

(12) List changes you would make if you were doing the home and school project.

APPENDIX F
Analysis of Attitude Measures

APPENDIX F
Analysis of Attitude Measures

Grades K-3

The students from kindergarten to grade three who participated in the Family Involvement Project were administered the "Affective Assessment Questionnaire for Career Education: Grades 1-3" (AAQ). The instrument was also administered to a control group who did not participate. This instrument was prepared by the Minnesota Research Coordinating Unit for Vocational Education (RCU), University of Minnesota, and consisted of three parts.

Part I contained items about parental influence and discussion at home relative to careers. Parts II and III were a series of opinion questions dealing with work and its relationship to the individual and society.

Since the instrument had not been normed, a panel of judges decided on the "appropriate" attitudinal response to a series of statements based on a yes, neutral or no response to the instrument items. A comparison (by group) of the percentage of agreement with this selection appears in Table 1. In calculating these percentages, a correct response was given three points, a neutral response two points, and an incorrect response one point. The total (maximum) points available was calculated by multiplying the total number of items times three points. The percentage of agreement was, therefore, the total points accumulated by a group divided by the maximum possible points.

On Part I of the instrument, parental discussion, there was little discrimination between groups. However, analysis of the items in this section revealed that the majority of questions dealt with talking to parents about such things as school work and the types of jobs people do. On two items, differences were apparent. The pilot group responded more often that their parents tried to show them different ways that people made a living and that they were interested in their children someday finding a job that they would like.

Table 1. Comparison of attitudinal responses of K-3 grade students from the Family Involvement Project by group.

AAQ Subparts	Group	
	Pilot	Control
	Percent Agreement	Percent Agreement
Part I (Parental Discussion)	73%	71%
Part II	90%	83%
Part III (Relationship of Individual to Society)	90%	86%

On Parts II and III, some differences in response rates were apparent. The pilot group responded in the "appropriate" manner to 90 percent of the items on both subparts versus 83 and 86 percent for the control group. These differences were small; however, most instrument items were again non-discriminatory--either group could respond equally well regardless of experience. On several items, the pilot group's responses were higher than the control group's. These items dealt with such concepts as the importance of all workers, the matter of only working for money, sexual equality, and the importance of the school providing students with experience to assist them in career planning. It was concluded that on those instrument items where one could reasonably expect the item to discriminate, the pilot group's responses were more closely aligned with the response indicating positive attitude.

Grades 4-6

The students in grades 4-6 were administered the "Career Education Affective Assessment Questionnaire: Grades 4-6" (AAQ). This instrument was also developed by the Minnesota Research Coordinating Unit. This upper elementary version consisted of three parts.

Part I contained items dealing with the individual, and how he perceives himself in relation to work and the demands of the job. The higher the individual's score, the better his attitude would be in relation to learning about himself and his desire to do well on a job. Part II consisted of items directed toward the respondent's opinion of various reasons for working. Part III was designed to ascertain the student's perceptions on career planning and its relation to desired lifestyle.

The same scoring procedure was used with this instrument as was used with the K-3 version. A panel selected the "appropriate" response and the scores of each group were compared based on the percentage of responses which agreed with the panel's selection. These comparisons appear in Table 2.

Table 2. Comparison of attitudinal responses of 4-6 grade students from the Family Involvement Project by group.

AAQ Subparts	Group	
	Pilot	Control
	Percent Agreement	Percent Agreement
Part I (Relationship of the Individual to Work)	91%	84%
Part II (Reasons Why People Work)	85%	79%
Part III (Career Planning and Lifestyle)	82%	82%

On Part I of the instrument, the relationship of the individual to work, the control group recorded a 91 percent consistency of response with the panel, compared with 84 percent agreement for the control group. Inspection of individual item responses revealed the variations in scores. The control group recorded more negative responses on items dealing with the value of being told about their mistakes and finding out about things they did *not* like to do. The pilot group exhibited higher interest in finding out about what things they could do well, knowing more about various careers and learning more about the things they like to do. They also recorded higher attitudes toward the value of "working for Mom and Dad at home," and the importance of doing a job well and on time.

Part II was directed at the respondent's attitude in relation to reasons for working. On this section, the control group concurred with the panel on 85 percent of the responses versus 79 percent for the control group. Again, the pilot group recorded a higher attitude score than did the control group. Three areas emerged as differences between the groups, and accounted for the divergent scores. The control group consistently showed more concern for monetary reward than did the pilot group. A second area involved sex stereotyping. The control group was not as liberal on the role of women or the need for girls to also plan for careers. A third area of difference dealt with the value of having the worker share his job related knowledge with students. The pilot group saw more value in the school providing career related experiences, including workers explaining their jobs to young people.

The final section of the instrument dealt with career planning and its relation to future lifestyle. No group differences were observed on this section. The pilot and control group scored equally in relation to planning. However, some differences were present on individual items. Again, the control group was somewhat more interested in planning careers based on monetary reward. Possibly because of the career education activities, the pilot groups was a bit less "immediate" oriented in that they placed less emphasis on money and more emphasis on choosing a career consistent with their likes and abilities.

Overall, the groups scored the same on the planning section, but the pilot group displayed higher scores on the sections dealing with the relationship of the individual to work and the reasons why people work.

Grades 7-12

The attitude measure administered to the students grades 7-11 was the Attitude Scale of the Career Maturity Inventory (CMI). The attitude Scale consists of 50 true and false items designed to provide a measure of the individual's attitude toward making a career choice and entering the world of work. The inventory was administered to the pilot group of students who had participated in the Home/Family Involvement Project and to a like control group. Administration was on a pre-post basis. Analysis of the pretest raw scores and percentile ranks achieved revealed no significant difference in the responses of the two groups.

A comparison of the percentage of correct posttest responses appears in Table 3. As a group, the pilot subjects provided correct responses in 70 percent of the cases compared to 61 percent by the control group.

Table 3. Comparison of correct CMI Attitude Scores of 7-12 grade students in Family Involvement Project by group.

CMI	Group	
	Pilot	Control
	% Correct Responses	% Correct Responses
Attitude Scale Score	70%	61%

Chi Square equals 14.32

Since the CMI is a normed instrument with correct responses indicated, analysis was conducted to determine whether or not the experimental group provided significantly more correct responses to the Attitude Scale items than did the control group. The analysis chosen was the Chi Square test for independence. A 2 X 2 analysis was made, in which the pilot and control groups were compared regarding total numbers of correct and incorrect responses.

A significant Chi Square would indicate that the responses were not independent of group. The pilot group responded correctly to significantly more items than did the control group. The Chi Square value of 14.32 was significant beyond the 95 percent level of probability that the group differences were due to chance. Therefore, since the Chi Square was significant and since the pilot group displayed more correct responses, it was concluded that the experience (Home Involvement Project) had a significant effort on their Attitude Score of the CMI versus a group which had not had this experience.

Further analysis was made of the individual attitude items on which the career education group responded differently than did the control group. The first of these differences centered on money. The control group displayed more interest in how much money they could earn than did the career education group. A second area of difference was in career planning. The career education group was more inclined to have positive attitudes about their future. The control group responded more often that one entered a job by chance rather than by planning and preparing for that occupation.

Additional information on the Home-Involvement Project can be obtained by contacting:

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Career Education Coordinator
Jackson City Schools
Jackson, Kentucky 41339

OR

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325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

APPENDIX C

"How To" Correlate Career Education and character education

"HOW TO CORRELATE CAREER EDUCATION WITH CHARACTER EDUCATION"

Ya Know, I sorta miss health class today. Mrs. Brown was inviting Mr. Slade to talk to our class about how we could become school safety patrols.
J. GRIFFITH

By: Opal Eversole
Career Education Coordinator
Hazard Independent Schools
Hazard, Kentucky 41701

Sponsored by:
The Kentucky Valley Educational Cooperative

Career Education Staff

Mr. Elwood Cornett
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Hazard, Kentucky 41701

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A Definition of Career Education
by
Kenneth B. Hoyt
Director, Office of Career Education
U.S. Office of Education

"Career education can be defined as *an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living."**

*Hoyt, Kenneth B., *A Primer For Career Education*, 1977, p. 5.

HOW TO CORRELATE CAREER EDUCATION WITH CHARACTER EDUCATION

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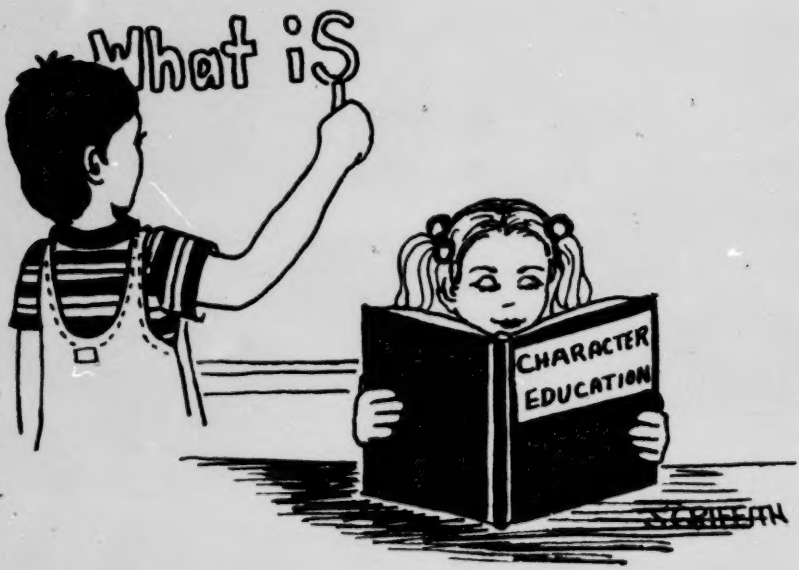


Q. What is Character Education?

A. "Character Education is the assimilation of numerous influences from the general climate or tone of the environment in which a person lives. Educational institutions—the home, church, school and government agencies—seek to contribute to those influences which will assist a person in developing:

- a positive and realistic self-image
- respect and concern for others, and
- the decision-making skills to participate in civic and group affairs for the betterment of society."*

Character Education: Some Questions and Answers, Kentucky Department of Education, September, 1977, p. 2.

The following poem explains the NEED for teaching Character Education:

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

—Dorothy Law Nolte

Q. What is the PURPOSE of this document?

A. The purpose of this document is to offer suggestions to classroom teachers as to how they can "mesh" character education with career education.

Q. How does Career Education correlate with Character Education?

A. One might say that Career Education is a vehicle (process) by which Character Education can become a realization.

Let's look at the definitions of Career and Character Education concepts/skills:

Career Education deals with . . .

Career Awareness:
includes a better understanding of the "world of work" found in the fifteen career clusters identified by the U.S.O.E.

Economic Awareness:
includes an understanding of the cost of living, salaries of different career personnel and of how to cope with the financial aspect of living.

Educational Awareness:
includes gathering information, studying job requirements, learning expectations and skills needed in order to enter the "world of work."

Decision-Making Skills:
includes identifying values, determining possible alternatives and consequences, and making tentative decisions about the future.

Human-Relations Skills:
includes getting along with others at work and at leisure.

Positive Attitudes Toward All Types of Work:
includes an understanding of the desirable and undesirable work responsibilities and the incentive to improve the undesirable one.

Positive Self-Concepts:
includes an appraisal of one's attitude, interests and values toward himself/herself.

Character Education deals with . . .

Enlightenment:

refers to information about the past and present as well as estimates of future relative to making important decisions.

Verbal equivalents: Knowledge, Education, Learning, Understanding and Information.

Wealth:

refers to the degree to which individuals have access to goods and services.

Verbal equivalents: Goods, Money, Income, Property, Food, Shelter, Clothing and Performing a Service.

Skill:

refers to the degree of development of talents. Every individual has potential physical and mental talents which (s)he should develop.

Verbal equivalents: Ability, Capability, Talent and Training.

Power:

refers to the degree which a person participates in the process of making important decisions.

Verbal equivalents: Leadership, Influence, Authority and Decision-Making.

Rectitude:

refers to the degree of concern one has for the welfare of others and the degree of responsibility one has for his/her own conduct in association with others.

Verbal equivalents: Honesty, Fair Play, Justice, Responsibility, Keeping one's promise, and Trust.

Respect:

refers to the degree of recognition given to persons in their capacity as human beings.

Verbal equivalents: Courtesy, Recognition, Honor, Admiration, Compliment, Look Up To, and Do Honor To.

Affection:

is liking others and being liked—feeling love and friendship for persons in primary and secondary relationships.

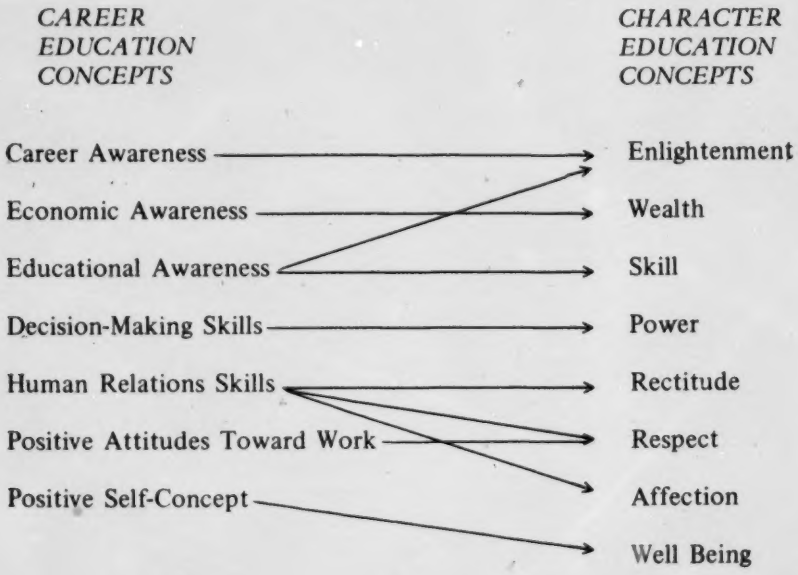
Verbal equivalents: Love, Friendship and Fondness.

Well Being:

refers to the degree of one's mental and physical health. The loss of well being may cause loss of status in other human values.

Verbal equivalents: Health, Happiness, Feeling Well, Contentment, and Relaxation.

Now let's see the similarities . . .



Since there is a mandate on teaching both Career Education and Character Education and both have like concepts, then why not mesh the two into a more meaningful unit of study? Hence, the purpose of this document is reinforced.

Q. How can a classroom teacher plan a unit which correlates Career Education concepts with Character Education concepts?

A. STEP 1 Assess student needs, basic facts/ assumptions in both Career and Character Education.

STEP 2 Identify the concepts in both Career and Character Education which one needs to emphasize.

STEP 3 Select a Career Education topic which satisfies those needs.

STEP 4 Review the seven Career Education concepts and identify those that are compatible with the Character Education concepts.

STEP 5 Develop a Career Education unit and include the concepts which will meet the needs of Character Education concepts.

STEP 6 Conduct the unit as one would ordinarily teach a career education unit. Include such methods as interviewing, simulating, role-playing, hands-on-experiences, etc.

What We Did:

Kindergarten—In a unit entitled "Thanksgiving in America," we stressed the following:

- The pilgrims had to work together as a group to survive.

•The pilgrims made their living by farming.

•The pilgrims wanted to have their freedom and religion.

•The pilgrims wanted to worship in their own way.

•The pilgrims respected their new home.

Grade 1—In a unit entitled "School and Community Helpers," we stressed the following:

•All people must work together in order for a school to operate.

•People must enjoy their work before they are happy.

•Everybody has their own likes and dislikes. This is okay.

•Everybody within the school has specific responsibilities to fulfill. One of the students' responsibilities is to display the flag on the flagpole.

Grade 2—In a unit entitled "Good Work Habits," we stressed the following:

•The importance of telling time.

•The importance of being punctual.

•The importance of being honest in one's work.

•The importance of being courteous to one's fellow workers.

•The importance of being oneself.

Grade 3—In a unit entitled "School and Community Safety," we stressed the following:

- The responsibility of the community law enforcement officer.
- The procedure one follows in case of a fire.
- The qualifications of a firefighter.
- The need to obey school rules both in the class and on the playground.
- Why people do not go swimming by themselves.
- The need to follow parents' instructions in completing home chores.

Grade 4—In a unit entitled "County Courthouse Officials," we stressed the following:

- The different responsibilities of each courthouse official.
- The reasons why people commit crimes.
- Being honest always pays.
- The reasons why people are given trials.
- The role of the American flag in the courtroom.
- The personalities of the different personnel in the courtroom.
- The mannerisms in communicating.

Grade 5—In a unit entitled "Nutrition and Grooming," we stressed the following:

- The careers related to nutrition and grooming.
- The effect one's appearance has on others.
- If one looks and feels good, this goodness is projected to others.
- The importance of maintaining good health.

Grade 6—In a unit entitled "Neighborhood Beautification," we stressed the following:

- People should have pride in their surroundings.
- Work together with parents in completing a home chore.
- People should always do their best in whatever they attempt.
- The feeling people experience from doing a good job or deed.
- Assist elderly people in the community in mowing lawns, planting flowers, washing windows, etc.

Grade 7—In a unit entitled "Banking," we stressed the following:

- People should always pay their debts.
- Saving money takes self-discipline and wise planning.
- People who work in banks must be able to meet the public.
- People are oftentimes very sensitive in money matters.

Grade 8—In a unit entitled "Hospitality and Recreation," we stressed the following:

- The importance of having some useful leisure time activities.
- Careers available in this cluster.
- The importance of developing potential talents.
- The satisfaction one gets from performing before a group.

Grade 9—In a unit entitled "Personal Services," we stressed the following:

- The careers available in the Personal Services career cluster.
- The need for personal services.
- The dedication of personnel in Personal Services careers.
- How does one cheer up a depressed person?
- How does one view a terminal illness?
- What personality traits are necessary when one works with the public?
- Personal Services require expertise in a number of careers, and people should take pride in services they render.

Grades 10, 11, 12—In a unit entitled "Etiquette on the Job," we stressed the following:

- People need to be punctual in reporting to work.
- People should be able to accept criticism.
- People should listen to and respect others' points of view.

- People should be friendly and cordial to others.
- People should always look their best.
- People should always be themselves.
- People should always do their best in whatever they attempt.
- People should be loyal to their communities and develop a pride in their heritage.
- People should always be honest in making decisions, telling the truth, relaying information, etc.

Q. What are some Problems teachers in the KVEC area have experienced in teaching Career Education correlated with Character Education?

A. Problem 1: Many teachers often have different connotations of character education.

Hence, there might be a tendency to impose one's values on others.

What We Did:

- In planning our activities we expressed the need to be very open minded in teaching character education. One must be able to listen to others' views. The teacher, however, should always emphasize that students should be able to explain their viewpoints on different topics.

Problem 2: Securing Resource Persons other than ministers.

What We Did:

- We oriented all resource persons contacted and utilized a variety of persons throughout the community. In doing this, students were exposed to moral values/ethics, beliefs of people outside the ministry as well as within.

Some Concluding Thoughts . . .

- Character Education can possibly turn into a controversial issue. Treat the topic with an open mind.

- Character Education concepts can very easily be meshed with Career Education concepts.

- Involving the Home and Family structure is a vital part of an effective Character Education Program.

- Career Education is an effective *process* by which a teacher can convey character education concepts to students.

- Teaching Character Education is indispensable in developing and preparing a total youth to go out into the world of work.

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Implementing Career Education: Procedures and Techniques (Lexington, KY 1973).

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Character Education: Some Questions and Answers, Helen Worthington, (September, 1977), Kentucky State Department of Education.

American Institute for Character Education, P.O. Box 12617, San Antonio, Texas 78212.

Career Education Workshop, Parker Publishing Company, Inc., West Nyack, New York 10994. A monthly publication of Career Education units, Teaching Techniques, Ideas and Suggestions.

If you desire more information about any topic in this document please refer to the following "How To" documents/manuals:

Documents

"How To Involve the Community in a Career Education Program in Rural Appalachia"
"How To Develop and Conduct a Career Education Conference"
"How To Develop and Conduct a Career Education Contest"
"How To Develop a Follow-Up Survey of Students"
"How To Develop and Conduct Career Education Activities That Involve The Home and Family"
"How To Develop and Conduct Career Education Inservice for Teachers"
"How To Plan, Implement and Evaluate a Career Education Newsletter"
"How To Develop an Orientation Program for Ninth Grade Students"
"How To Develop a Placement Program for High School Students"
"How To Develop a Regional Articulation Plan"
"How To Develop and Report Student Assessment in Career Education"
"How To Develop a Resource Center for a Career Education Program"
"How To Develop and Conduct a Self-Awareness and Occupational Information Session for 7th, 8th and 9th Grade Students"
"How To Develop a Summer Career Exploration Program for 7th, 8th and 9th Grade Students"
"How To Develop and Implement a Career Education Support Unit Curriculum"
"How To Develop Career Education Units"
"How To Develop and Conduct a Work-Experience Program in Rural Appalachia"

Manuals

Career Education Concepts and Skills: Scope and Sequence

Career Education: The Kentucky Valley Educational Cooperative Approach

For further information about the above topics please write:

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APPENDIX D

Monograph the Role of the Superintendent

The Role of the Superintendent in Effective Development and Implementation of Career Education in Rural Appalachia

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*Hoyt, Kenneth B., *A Primer For Career Education*, 1977, p. 5.

The Role of the Superintendent in Effective Development and Implementation of Career Education in Rural Appalachia

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Acknowledgements

The following superintendents graciously granted interviews to the writer, answered a prepared list of questions on "The Role of the Superintendent in Effective Development and Implementation of Career Education in Rural Appalachia," and added personal comments on the topic. They are listed in alphabetical order:

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Elbert Hudson, Superintendent
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Ellis E. Rasner, Superintendent
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Q. What effect does a superintendent have upon planning, developing and implementing a career education program?

A. By virtue of his/her position as the executive officer of the local board of education, the superintendent is the most important person in a chain of command dealing with all facets of the school program. It is with this idea in mind that we shall examine the role of the superintendent in career education.

Q. What method was used in gathering information for this document?

A. In order to assess this role the writer interviewed three superintendents in the Kentucky Valley Educational Cooperative, a consortium of eleven school districts of which eight are county and three are independent city systems. The three superintendents are identified on the preceding page. These superintendents responded to twenty-eight questions asked by the interviewer. Each added personal opinions concerning the superintendent's role as he saw it. Hence, the PURPOSE of this monograph is to explain the role of a superintendent in planning, developing and implementing an effective career education program.

I'M CONCERNED WITH TAKING MY KINDERGARTEN STUDENTS TO THE ZOO.
I'M INTERESTED IN A WORK EXPERIENCE PROGRAM FOR MY SENIORS
PRINCIPALS! I'M INTERESTED IN THE ENTIRE SCHOOL SYSTEM!

Q. How does the role of the superintendent differ from the role of the principal?

A. In many respects the roles of the superintendent and the principal are similar. Both are executives chosen to implement specific programs and also to initiate programs in their respective spheres of influence. The difference would be in degree and scope rather than specifics. The superintendent views the entire school system in his/her planning while the principal concentrates on one building or one phase of the program.

Let's now consider steps which a superintendent might follow in developing and implementing career education:

STEP 1 Selling Career Education to the Local Board.

Q. What is the role of the superintendent in career education in relation to the local board of education?

A. Boards of education are primarily elected laypersons. They are concerned citizens who are serving because they are sincerely interested in providing excellent learning opportunities for their own and their neighbors' children. It is in this light they make their decision to employ a superintendent. They are selecting an expert in the field of education to provide the expertise necessary to produce an educational program which will meet their needs and desires.

Hence, there are three possible approaches the superintendent might take in "selling" career education to the local board:

1. To inform the board of a new approach in learning, leaving it to the members to decide if such an approach is to be tried in their system.
2. To evaluate this development for the members of the board so they will be led by the evaluation to adopt this idea; or
3. To persuade the board to adopt the new program, leading the members to understand and accept the value of the new theory/technique and to give it enthusiastic support.

The philosophy, then, of the superintendent will determine his/her approach to the local board.

Now, let us consider each of these three approaches—any one of which is, and will be used by some superintendents throughout our country.

The first approach will be chosen by a superintendent who sees him/herself primarily as an executive officer who implements the program of the board. This is especially true if the board members are strong personalities in their own right. This, in itself, is not necessarily an inadequate approach. However, it does limit the programs which will be initiated in a school system. Lay people cannot, as a general rule, be as aware of innovations, new approaches, improved instructional methods as is a practitioner trained in the field.

ADDITIONAL INFORMATION: With the ever increasing public dissatisfaction with today's schools and their results, the superintendent who merely presents information to the board will not necessarily find career education becoming a vital part of that school's program. It is quite conceivable that the board members will not be receptive to "another new idea" but will respond to the public demand for a "return to the basics."

The second approach is very similar to the first but it goes beyond the presentation of information to the idea of examining career education and arriving at an evaluation. For a superintendent to make an evaluation, he/she must visit programs in progress. With this information in hand (s)he can present career education to the board and be in a position to weigh the merits and weaknesses to the members as (s)he would any new program. Again, the primary weakness of this technique is the emphasis many local boards are increasingly placing upon "basics" as they respond to public pressure.

The third approach is one in which the superintendent:

- presents information to the board;
- evaluates the program for the members; and
- enthusiastically leads the laypersons group to understand and give firm support to the concept of career education because it benefits the students in that district.

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All three alternatives are actually involved in the superintendent's approach to implementing career education in his/her school system.

- (S)he must have had sufficient experiences, either through printed materials or personal visitation, to evaluate the impact of career education on the learning process.
- The superintendent must believe in validity and worth of career education so (s)he can support it enthusiastically.

Usually the board will react favorably to an idea actively and vocally supported by the superintendent.

Q. What approach did the Kentucky Valley Educational Cooperative (hereafter referred to as KVEC) superintendents use in selling the career education concept to the local board of education?

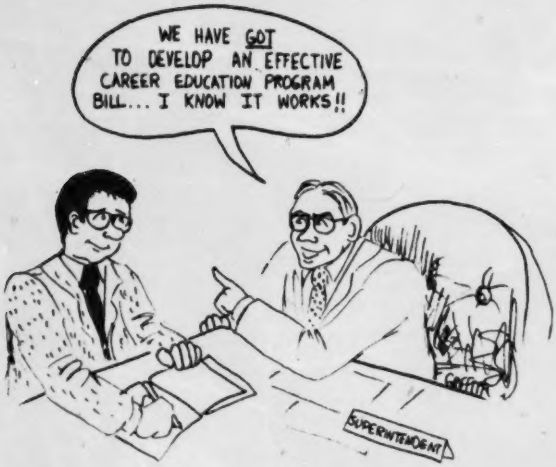
A. All three superintendents interviewed used the third approach. In the KVEC area much of the success for career education can be attributed to the zealous and interested support of the superintendents.

STEP 2 Obtaining the Cooperative Career Education Support of the Principals.

Q. What are possible methods which superintendents might use in obtaining support from principals?

A. Superintendents may choose from a variety of methods the technique they will use in introducing career education to principals. Three possibilities are:

1. A policy adopted by the board and duly handed to the principals by the superintendent;
2. A program evaluated by the superintendent, deemed interesting and effective and given to principals to implement; or
3. A program which has been evaluated by the superintendent, endorsed whole-heartedly by the board, and introduced to principals or an instrument designed to make it possible for teachers to assist students to discover new dimensions in learning.



Now, let us consider each of these approaches . . .

- If superintendents elect to follow either of the first two methods, little, if anything, will happen. Of course, more will result from the second step than the first.
- Superintendents who choose the third method will find that principals are usually receptive to ideas which they can give to teachers to combat the apathy, the disorder, the hostility found in many classrooms today.

Q. What are some methods that superintendents can use to acquaint principals with the concept and techniques of career education?

A. Enlisting the active cooperation of the building principals by the superintendent is essential to the success of career education just as it is with any program. Teachers feel a unity with superintendents. Some methods which can be used to acquaint principals with the concept and techniques of career education are:

- Send printed materials, memos, booklets to the principals and present the idea of career education, the board's endorsement, and the superintendent's expectation of an implemented program in each school;
- Call a meeting of all building principals and present the idea of career education, the board's endorsement, and the superintendent's expectation of an implemented program in each school;
- Call a meeting as in method 2, but have the Career Education Coordinator present to answer principals' questions and reinforce the recommendations of the board and superintendent;
- Use the meetings as suggested in methods 2 and 3, but also provide opportunities for principals to visit systems which have had some success in infusing career education into their schools. This, of course, includes some funding. Such exemplary schools may be near or travel may be required with overnight lodging and meals.

The last method would most likely produce the best results. There is no substitute for observing an excellent program being successfully executed by a teacher trained and experienced in career education concepts and techniques.

Q. What can principals gain from visitations?

A. The KVEC area conducted visitations for interested school personnel during March and April of 1977.

The visitors frequently expressed their surprise at the following:

*vocabulary of the students;
*the degree of involvement and interest of students;
*the confident and relaxed attitudes of students;
*their awareness of information not usually considered relevant to that particular grade level, and
*the rapport, trust and good will displayed by students toward teachers.

Furthermore, this surprise was expressed most often by administrative personnel and indicates that if given an opportunity to see career education in action, it will motivate principals to present the idea more strongly to faculties. Therefore, a visitation program would be one of the strongest actions a superintendent could take to implement career education in his/her system.

STEP 3 Designing Responsibility for the Implementation of Career Education.

Q. Why is there a need for superintendents to delegate responsibility for the implementation of career education?

A. Seldom does a program develop strength when left to groups in general even such groups as teachers dedicated to their tasks. Delegating responsibility for the implementation of career education is a step superintendents would do well to consider.

Q. What is the advantage of delegating for the implementation of career education?

A. Not only does the appointment of a Career Education Coordinator fix responsibility for the superintendent to check on progress of the program, but it also provides assistance to principals and teachers embarking on a different method of helping students acquire the knowledge and skills necessary for them to adapt to today's changing world.

AS SUPERINTENDENT OF THE LEE COUNTY SCHOOLS, I AM GIVING YOU COMPLETE RESPONSIBILITY TO COORDINATE THE CAREER EDUCATION ACTIVITIES IN OUR SYSTEM!

Q. How do the KVEC area superintendents delegate career education coordination responsibilities?

A. The superintendents in the KVEC area revealed that they believe firmly in the appointment of one person to coordinator the career education program. Since they have had experience in working with career education coordinators since January 1973, their recommendations on this point have validity.

Q. What qualifications do they recommend that superintendents seek in appointing a Career Education Coordinator?

A. They cited the following qualifications—not necessarily in order—as being the specific qualities one might look for in selecting a career education coordinator: ability to work with people; knowledge of the career education program and the ability to impart that knowledge to others; good public relations person; and tactfulness.

Q. What personnel are likely candidates for a Career Education Coordinator?

A. The following are possible candidates:

- A person employed as full time career education coordinator;
- A person from the central office administrative staff who could absord the new program in addition to duties already being performed;
- A classroom teacher—half time career education coordinator and half time classroom teacher;
- A lay person on either a full or part time basis;
- Current counselor(s) at prevalent level(s).

Three of the above suggestions are currently being used by superintendents in the KVEC area so they are being presented as possibilities which have proven value. A superintendent would wish to select the method which would offer more promise in connection with his/her school budget and school size.

Q. What are the advantages and disadvantages of the above-mentioned candidates?

A. The first possibility, a full-time coordinator, speaks for itself. Any superintendent whose budget would permit its use and the selection of the proper person to coordinate all career education efforts could expect to see a strong program develop. This is an ideal situation and needs no further elaboration.

The second possibility is often followed by superintendents. All central offices already have people who are creative, innovative, dedicated to improvement of instruction and who are excellent workers. It is easy to assign career education to such a one and expect the usual fine work from that person. This method is being used in the KVEC area by some superintendents and the result is obvious. These coordinators do perform the additional work in an outstanding manner. This method often works well because the central office may have paraprofessionals on fed-

erally funded programs who can perform many tasks such as typing reports, preparing statistics, typing newsletters and keeping a good filing system.

However, there can be disadvantages in using this approach. Chief among these would be the time element. Central office personnel may already be involved in programs and scheduled workshops, professional meetings and visitations which could and often do, conflict with career education programs.

In addition to such schedule conflicts the amount of time already being devoted to specific duties must now include the responsibility for instituting and supervising the new program. Even the most dedicated worker will sometimes find it difficult, if not impossible, to continue performing adequately with increased duties.

This can be a solution, however, as it has been and is being employed by some superintendents in the KVEC area. Sometimes the Career Education Coordinator will be able to utilize the advantages of his/her office to neutralize the effects of additional responsibility.

Another plan, that of using classroom teachers as coordinators, in some ways presents the same advantages and obstacles as mentioned in the preceding step. It also involves the cooperation of the building principal in scheduling classes for teachers. Again, the use of classroom teachers can be documented as this method, too, has been and is being used by some superintendents in the KVEC area.

An important advantage of this choice lies in the ability of the teacher-coordinator to identify with classroom teachers as they try to practice career education concepts and techniques in their classrooms. The rapport between the coordinator-teacher and the other teachers can be invaluable in gaining acceptance for the new program. It provides easy access to the classrooms in the system. Teachers feel they are working with a person who understands and identifies with their problems in reaching students.

Problems in typing units, communicating with various groups and producing a newsletter can usually be worked out with cooperation between the teacher-coordinator and the high school business department or the vocational school. In reality this provides an opportunity to put career education into practice in situations outside classrooms.

A disadvantage arising from this choice is that the classroom teacher is already working in a situation which is quite demanding. These are the people who will probably be taking class work, test papers, lesson plans, and other work home to do at night. Although the classroom teacher will be working in the building a shorter day than the person in the central office, that person can do more of the actual preparation on the job. Then, too, some teachers lack the typing skill to work at home.

Since this choice has been followed in the KVEC, it can be assumed that it has achieved a degree of success. Superintendents who follow this step usually confer with principals to schedule a teacher for classes one half of the day and release him/her the other half to work as a coordinator. Different situations will dictate the proper time division.

The fourth possibility is to employ a person outside the school system on a part-time basis. Many lay people possess all the attributes superintendents are looking for in a coordinator. Frequently, as a result of their civic participation and the nature of the positions they hold, these people can perform most effectually as coordinators. This approach also has the obvious advantage of involving the family and the community in a school program which stresses such involvement as an important aspect of its plan.

If such a person is available in the community, a superintendent would be well-advised to consider this step. It, too, has been and is being used successfully in the KVEC area.

The last possibility would, to some, appear to be the most likely solution – the use of the guidance counselor already employed in the system. Since career education is guidance, it would appear logical to add this supervision to his/her sphere of activities. Therein lies the major objection – adding to already heavy responsibilities. In many cases the student load for the counselor is more than (s)he can handle successfully and to add career education coordinating duties would probably sound the death knell for the program. It may be because the number of counselors in the KVEC area is so limited, but none of the superintendents within the consortium has elected to find a coordinator from the ranks of the counselors.

One possibility, which is not considered in this paper, is to employ a full-time coordinator. The limitation on funding has rendered this impossible in the KVEC area. However, a school system which can elect this step would find it to be the ideal solution.

After . . .

*selling career education to the local board,

*obtaining the cooperative career education support of the principals, and

*designing responsibility for the implementation of career education,

the next step is . . .

STEP 4 Developing a Budget for Career Education.

Any program which has reached this stage is deserving of funds for implementation. This does not suggest that a superintendent should immediately allocate a large sum of money for the purchase of commercial materials. Companies are now flooding the market with films, filmstrips, cassettes, records, magazines, books and games designed to appeal to the different levels of the program.

While some of these materials are unquestionably good, sound indoctrination of teachers should be of first consideration. It is as true in Career Education as in other areas that student-teacher developed materials have more real value than commercially prepared programs. However, some expenditures are necessary for the introduction and pursuance of career education.

Q. What does one include in a budget?

A. In Kentucky, which has a state mandated career education program, the budget must be prepared according to state dictated guidelines. Included in the budgetary items are . . .

A. Administration	**Amount**
Administrative Staff	_____
Contract Services—Consultants	_____
Postage, Freight and Express	_____
Printing and Publishing	_____
Miscellaneous _____	_____
TOTAL ADMINISTRATION	_____

B. Instruction

Compensation – Professional Personnel In-Service _____
Substitute Teachers – To pay substitute teachers while selected personnel are visiting other projects or taking approved courses _____
Subscriptions _____
Supplies and Materials _____
Intrastate Travel – Visitation to model projects by professional staff _____
Stipends – Tuition for selected personnel to take approved courses _____
Miscellaneous _____(Specify)_____ _____

TOTAL INSTRUCTION _____

GRAND TOTAL _____

Q. Who is an ideal person to determine priorities for the budget?

A. The following five (5) alternatives are suggested and briefly reviewed in order that a superintendent new to the program can have guidance in choosing the possibility which best fits his/her needs:

1. The superintendent can prepare the budget himself.
2. The superintendent can direct the finance officer to prepare the budget.
3. The superintendent and the coordinator can work together to develop the budget.
4. The superintendent can ask the career education coordinator to prepare the budget and bring it in for review.

Brief comments on each of the above alternatives . . .

In small school systems the superintendent may elect the first choice as (s)he exercises personal supervision over all funds. This would necessitate his/her being closely involved in the career education program. In larger systems this procedure would hardly be practicable.

Choice two, the finance officer, is even more remote from the success of the program than choice one. His/her primary concern is the placement of figures in designated categories rather that the imaginative work required of a coordinator if the program is to become an integral part of the overall plan.

Choice three will work well in a small system. The cooperative approach enables a superintendent to keep abreast of the program and also gives the coordinator an insight into financial problems which could affect decisions on career education programs. This consultative approach allows the coordinator some scope in the determination of programs and materials. Superintendents will have to decide if this method encroaches too heavily on their al-

ready crowded schedules or if this closer working relationship compensates for the additional time and work.

If the superintendent has selected one in whom (s)he has confidence and the coordinator is a person who is sensitive to the problems of both the central office and the teachers, then step four is a good choice. Proper expenditures of money to produce maximum results is an art in itself. The career education coordinator could study the needs of various schools and develop a budget based on meeting these needs to the extent of available monies. The presentation of a well thought out budget, clearly itemized, would save time for the superintendent, yet give him/her adequate supervision to assure the meshing of the career education expenses with the entire school budget.

A close working relation between the local finance officer and the coordinator would relieve the superintendent of time consuming details. A finance officer would be familiar with the coding system for expenditures while the coordinator would be responsible for the imaginative, creative aspect of the budget.

There may be other methods of developing the budget. These listed here are simply possibilities. In the KVEC area some superintendents keep all budgeting, including career education, under direct control. We do have some instances of coordinators who develop the budget and present it to the superintendent for approval.

After the superintendent has completed a budget for career education (s)he needs to let other know that (s)he supports the program.

Thus, the next step . . .

STEP 5 Emphasizing One's Complete Support For The Career Education Program.

AS SUPERINTENDENT, I WOULD LIKE TO TAKE THE OPPORTUNITY AT THIS IN-SERVICE TO VOICE MY SUPPORT OF CAREER EDUCATION.
GRIFFITH

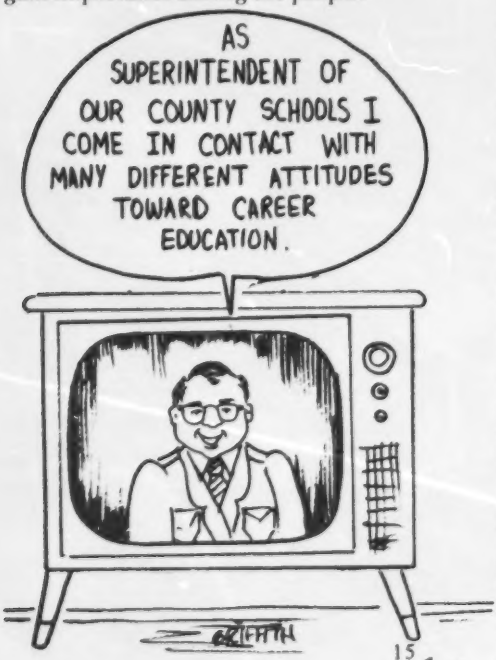
Q. When is a good time for a superintendent to emphasize his/her support for career education?

A. During in-service days is an ideal time for a superintendent to emphasize his/her support for career education.

An essential step for a superintendent is to be certain that all the people in his/her system clearly understand that the career education coordinator has his/her enthusiastic support. Frequently, teachers develop the feeling that this is the coordinator's program. Whether the superintendent demonstrates this commitment through printed communications through appearances as faculty meetings, or speaking at a system-wide inservice, the point must be clearly made that the administration actually supports the program.

✔ and through a variety of ways, the superintendent can keep the community informed on his/her support for the career education program.

Again, the key person is the superintendent. While the superintendent can rely upon the coordinator to do a considerable part of the work; writing publicity for the local newspapers, arranging appearances in local radio or television stations, speaking at civic clubs, the public must see the superintendent as the advocate of the program. This need not be a time consuming idea. (S)he can sign form letters, endorsements prepared by the coordinator, authorize the use of his/her name in publicity handouts. The credibility of the superintendent is vital to the implementation of career education in his/her school system. If the community sees the superintendent as the leader, the program will gain importance among the people.


AS SUPERINTENDENT OF OUR COUNTY SCHOOLS I COME IN CONTACT WITH MANY DIFFERENT ATTITUDES TOWARD CAREER EDUCATION.
GRIFFITH

Community involvement can become concrete in the establishment of an advisory committee representing parents, leaders in business and industry, civic clubs, retired teachers and any other group peculiar to the particular community. Public school systems are dependent upon public support. Public support comes more easily from a knowledge and understanding of school programs. Career education offers students an opportunity to improve their academic skills and creates interest in areas which build competent, confident members of a productive society.

When a superintendent presents this type program to a community, (s)he has little difficulty in attracting sup-

port. Once the public has an opportunity to understand the program, the establishment of an advisory committee can proceed. In small communities the superintendent can rely upon the coordinator to work personally with all sections to carry out a successful career education program. In large systems superintendents will find the advisory council helpful if a maximum good is to be devised from community involvement. Such a council can take specific steps toward implementing career education.

Once the superintendent has informed the public about the career education program (s)he can begin . . .

STEP 6 Involving The Community In A Career Education Program.

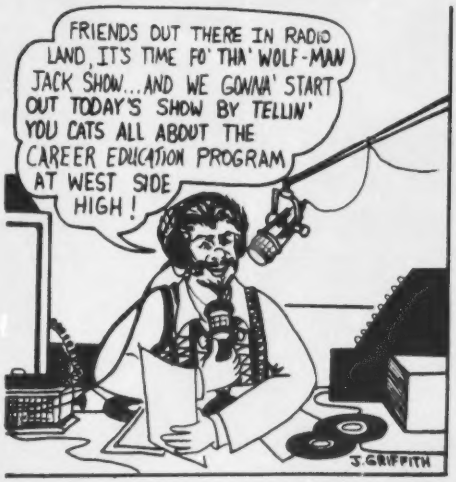
Q. How does one involve the community?

A. As has been mentioned . . .

✔Form an Advisory Council to:
- *develop a resource file
- *plan field trips
- *assisting in communicating school activities to the public.

In urban schools it is quite probable that many teachers have no idea what persons could be invited into their classrooms. Usually they lack sufficient knowledge of the school's surroundings to plan field trips. In these cases an advisory council can be of great value.

The superintendent can rely upon the coordinator to plan the methods of selecting an advisory council and to assist him/her in deciding which method would be most effective in reaching people in that community. This will keep the superintendent in control of school situations at all times. In a small system the superintendent may wish to take complete charge of the advisory council. The method which best utilizes the superintendent's time and reaches people in the community is the method to use.


FRIENDS OUT THERE IN RADIO LAND, IT'S TIME FO' THA' WOLF-MAN JACK SHOW...AND WE GONNA' START OUT TODAY'S SHOW BY TELLIN' YOU CATS ALL ABOUT THE CAREER EDUCATION PROGRAM AT WEST SIDE HIGH!
J.GRIFFITH

Q. What role do our superintendents have in working with the advisory council?

A. In the KVEC area superintendents have relied upon the coordinator to develop the technique and have exercised final supervision to make certain that the federal guidelines have been observed. The superintendent's attendance at the first meeting is imperative to give the approval of authority for such a program. Regular attendance at subsequent meetings will depend upon the calls made upon the superintendent's time, the ability of the advisory council to act as a group and the career education coordinator.

Some Concluding Thoughts . . .

Today's superintendents find so many demands being made on the curricula of their schools that frequently faculty opposition is a problem. State legislative bodies are adding more and more required courses to an already crowded class day. As superintendents read this paper it is hoped that they will view career education as an asset and not an impediment in the learning process of their systems. If they can see that career education is a vehicle which can carry the regular academic program and the legislative mandated courses, this will be a big stop in overcoming teacher objections to "another program."

Superintendents working with and through principals must bear the responsibility for teachers' acceptance and use of career education. Naturally the superintendent will depend upon the coordinator, but the superintendent's commitment will make a lasting impression upon teachers.

Once teachers see the interdependence as the various mandated courses, the burden will cease to be overwhelming. Kentucky mandated Consumer Education is a natural fit with Career Education Concept "Economic Awareness." Required Character Education blends with Career Education's "Positive Self-Image." The basic academic program and "Reademic Awareness" go hand-in-hand. The superintendent should take the initiative in leading his/her district in using career education to tie together all these programs so teachers can fit them into a school day in such a manner that students will benefit. And that, for any superintendent, is the real thrust of the administration: the meshing of all legislative requirements, the local board requirements, the particular needs of the school, the desire of teachers for fulfillment, and the success of the student. These objectives can best be met through a successful career education program.

Each superintendent will adopt career education to his/her own situation accepting those concepts and utilizing those techniques which answer needs in that district. The above-mentioned six steps are necessary to implement career education in any system. Bringing these steps to life will depend upon the degree of commitment from superintendents as communicated to coordinators, principals and teachers.

REFERENCES

Books

Larry J. Bailey and Ronald Stadt, *Career Education: New Approaches To Human Development* (Bloomington, Illinois, 1973). Containing goals and objectives for career education, this is probably one of the better volumes on the subject.

Denues, Celia, *Career Perspective: Your Choice of Work* (Worthington, Ohio, 1972). A compact volume which gets straight to the point; this book explores the process of career choice.

Hoyt, Kenneth, and others, *Career Education: What it is and how to do it* (Salt Lake City, Utah, 1974). One of the most popular books on career education; this volume identifies career education and the need for it, but is lacking in "how to."

_____, Career Education and the Elementary School Teacher, (Salt Lake City, Utah, 1973).

_____, Career Education in the Middle/Junior High School, (Salt Lake City, Utah, 1973).

_____, Career Education in the High School, (Salt Lake City, Utah, 1977).

Hoyt, Kenneth and Hebeler, Jean, eds., *Career Education for Gifted and Talented Students* (Salt Lake City, Utah, 1973).

Gibson, Robert, *Career Development in the Elementary School* (Columbus, Ohio, 1972). This volume not only reviews vocational development theory, but provides practical "how to" methods for guidance counselors and teachers to utilize.

Goldhammer, Keith and Robert E. Taylor, *Career Education: Perspective and Promise* (Columbus, Ohio, 1972). Containing a series of essays by noted career education practitioners, this volume offers few examples that local practitioners could implement.

Gysbers, Norman C. and others, *Career Guidance: Practice and Perspective* (Worthington, Ohio, 1973). Divided into three (3) major sections, this document gives an "overview" of career guidance, includes actual practices, and provides a look at the future.

Mangum, Garth and others, eds., *Career Education in the Academic Classroom* (Salt Lake City, Utah, 1975). This volume is probably one of the better sources in offering practical examples for teachers.

Morland, Sidney P., *Career Education: A Proposal for Reform* (New York, New York, 1974). After introducing career education, this source details career education practices in several states.

McClure, Larry and Brian, Carolyn, eds., *Essays on Career Education* (Portland, Oregon, 1973). The writers of this volume include educators, economists, historians, businessmen, etc.

Stevenson, John B., *An Introduction to Career Education* (Worthington, Ohio, 1973). This document contains a detailed analysis of career education and its implementations.

Neltig, Jack L., *Careers: Exploration and Decision* (Englewood Cliffs, New Jersey, 1974). Directed toward young people, this book discusses the world of work and decision-making.

Guides/Manuals

Begle, Elsie P., and others, *Career Education: An Annotated Bibliography For Teachers and Curriculum Developers* (Palo Alto, California, 1973). This bibliography contains numerous suggestions for sources on infusing career education.

Bowling Green (Ky.) *Career Education Program, Career Education Manual for Teachers, Counselors and Administrators,* (Bowling Green, Ky., 1974).

Bottoms, James and others, *Career Education Resource Guide* (Morristown, New Jersey, 1972). Including specific description of classroom practices in career education, this volume covers all three (3) phases – awareness, exploration and preparation.

The following magazines/journals are not devoted exclusively to career education, but they occasionally have articles on the subject.

American Education
Education
Education Digest
Elementary School Journal
National Elementary Principal Bulletin
Personnel and Guidance Journal
Journal of Counseling Psychology
Vocational Guidance Quarterly
National Association of Secondary School Principals

Miscellaneous Material

King Features, Career Education Series, (New York, New York, 1973). A popeye comic book series, it covers all 15 occupational clusters.

National Advisory Council For Career Education, Interim Report With Recommendations For Legislation (Washington, D.C., 1975). Published in November, 1975, the report summarizes the status of career education and includes recommendations for legislation.

U.S. Department of Health, Education and Welfare, Taxonomy and Profiles of Career Education, Vols. I-IV, (Washington, D.C., 1974). Vol. I contains patterns of career education activities throughout the United States; Vol. II includes profiles of career education from the states Alabama to Iowa, alphabetically; Vol. III has profiles from the states Kansas to New Mexico, alpha-

betically; and Vol. IV details profiles from the states New York to Wyoming, alphabetically.

_____, An Introduction to Career Education: A Policy Paper of the U.S. Office of Education (Washington, D.C., 1975). This booklet represents the U.S. Office of Education's first policy statement on career education.

If you desire more information about any topic in this monograph please refer to the following "How To" documents/manuals:

Documents

"How To Involve the Community in a Career Education Program in Rural Appalachia"
"How To Develop and Conduct a Career Education Conference"
"How To Develop and Conduct a Career Education Contest"
"How To Develop a Follow-Up Survey of Students"
"How To Develop and Conduct Career Education Activities That Involve the Home and Family"
"How To Develop and Conduct Career Education Inservice for Teachers"
"How To Plan, Implement and Evaluate a Career Education Newsletter"
"How To Develop an Orientation Program for Ninth Grade Students"
"How To Develop a Placement Program for High School Students"
"How To Develop a Regional Articulation Plan"
"How To Develop and Report Student Assessment in Career Education"
"How To Develop a Resource Center for a Career Education Program"
"How To Develop and Conduct a Self-Awareness and Occupational Information Session for 7th, 8th and 9th Grade Students"
"How To Develop a Summer Career Exploration Program for 7th, 8th and 9th Grade Students"
"How To Develop and Implement a Career Education Support Unit Curriculum"
"How To Develop Career Education Units"
"How To Develop and Conduct a Work-Experience Program in Rural Appalachia"

Manuals

Career Education Concepts and Skills: Scope and Sequence
Career Education: The Kentucky Valley Educational Cooperative Approach

For further information on the above topics please write/call:

Lily Kincaid
Career Education Coordinator
Lee County Schools
Beattyville, Kentucky 41311
Phone 606 / 464-8126

OR

Mr. Elwood Cornett, Director
Career Education Program
Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701
Phone 606 / 439-2311

APPENDIX E

Letter of Invitation

KENTUCKY VALLEY EDUCATIONAL COOPERATIVE

CAREER EDUCATION PROGRAM
Post Office Box 1118
HAZARD, KENTUCKY 41701
Phone: 606/439-2311

January 16, 1978

Dear

Would you like to see career education in action? If so, the Kentucky Valley Educational Cooperative (KVEC) is providing a visitation, which will enable educators of all grade levels to observe career education in the KVEC region.

Each visit will begin with an orientation meeting with the regional staff at 9:00 a.m. The meeting will include an "overview" of the KVEC career education program; a slide presentation; and a question and answer session.

During the visit, participants will meet the local career education coordinators and other key people in the program in each local educational agency; obtain an "overview" of the schools' education program; and visit classrooms to see career education in action.

With the conclusion of the day--approximately 3:00 p.m.--each visitor will receive materials that have been completed and will be placed on the mailing list to receive other career education materials as they are published by the Kentucky Valley Educational Cooperative.

The visitation dates are as follows:

1) *Tuesdays--April 4,11,18, and 25, 1978 will be devoted to visitors who are interested in the awareness phase.*

2) *Wednesdays--April 5,12,19, and 26, 1978 will be devoted to visitors who are interested in the exploration phase.*

3) *Thursdays--April 6,13,20, and 27, 1978 will be devoted to those who are interested in the preparation phase.*

Enclosed you will find a registration form which needs to be completed and returned to the address below at least two (2) weeks prior to date on which you wish to visit. This will enable us to make appropriate arrangements and furnish you with additional details.

Mr. Elwood Cornett
Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

Sincerely,

Mr. Elwood Cornett
Project Director

EC/jw

Enclosure: Registration Form

P.S. Motel accomodations are limited in Eastern Kentucky, so you should make reservations at least two (2) weeks in advance. For your convenience, motels of Hazard and in the surrounding area are listed.

			Area Code (606)
1)	LaCitadelle	Hazard, KY	Phone No. 436-2126
2)	Combs Motel	Hazard, KY	Phone No. 436-5748
3)	Towne House Motel	Hazard, KY	Phone No. 436-2021
4)	Woodland Motel	Hazard, KY	Phone No. 436-5861
5)	Grand Hotel	Hazard, KY	Phone No. 436-2112
6)	Appalachian Motel	Hyden, KY	Phone No. 672-2327
7)	Parkway Motel	Whitesburg, KY	Phone No. 633-4590
8)	Jackson Inn Motel	Jackson, KY	Phone No. 666-7551
9)	Paul's Motel	Jackson, KY	Phone No. 666-2471

REGISTRATION FORM

Career Education Visitation
Kentucky Valley Educational Cooperative
325 Broadway, Box 1118
Hazard, KY 41701

January 16, 1978

Director, Mr. Elwood Cornett

*NAME:*_____*PHONE NUMBER*_____

*ADDRESS*_____

*POSITION:*_____*SCHOOL*_____

Area of main interest

_____*Awareness Phase*

_____*Exploration Phase*

_____*Preparation Phase*

*Specific subject or grade level*_____

*Other Interest*_____

APPENDIX F

"The Communicator"

CAREER
EDUCATION'S

SPONSORED BY
THE KENTUCKY
VALLEY
EDUCATIONAL
COOPERATIVE

The Communicator

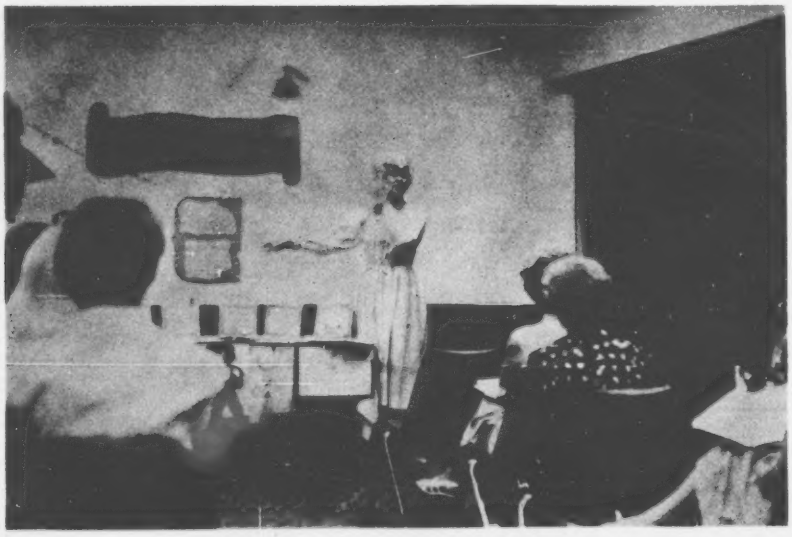
VOLUME 3 – NO. 10 JUNE – SEPTEMBER, 1978 HAZARD, KENTUCKY 41701

KVEC TEACHERS INVOLVED IN STATE C.E. CONFERENCE

Instructing, conversing and explaining, approximately twenty educators from the KVEC area added variety and a learning experience to the First State Career Education Conference June 22-23.

Held at the Bluegrass Convention Center of the Ramada Inn in Louisville, this conference was sponsored by the Kentucky Department of Education and attended by hundreds of educators throughout Kentucky. Kenneth Hoyt, Director Office of Career Education and the convention keynote speaker termed it the second largest such conference in the U.S. **Below,** Creeda Bates, Letcher County Schools, gestures to emphasize a point to those interested in "Curriculum Infusion: A Unit Approach in the Primary Grades."

At left, Frances Johnson, principal of LBJ and Sebastian Middle School in Breathitt County, makes a point about career education in LBJ school.

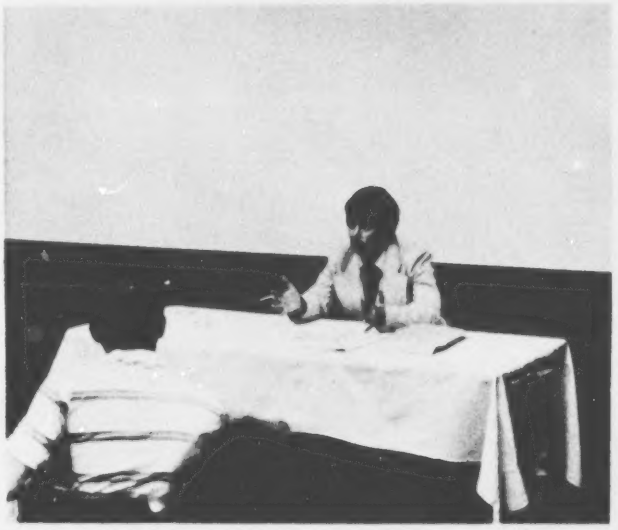


Other KVEC educators presenting demonstrations were Elizabeth Sinor, Nancy Allen, Don Collins and Opal Eversole, Hazard City Schools; Jo Ella Watts and Shirley Sexton, Letcher County Schools; Tincie Rogers, Lynn Stidham and Seldon Short, Jackson City Schools; Martha Turner, Steve Turner and Bobby Gabbard, Owsley County Schools; Mary May and Florence Caudill, Wolfe County Schools; Juanita Singleton, Knott County Schools; and Lily Kincaid, Lee County Schools.

Conference Termed Success By All . . .

KVEC educators viewed the conference as a means to gain knowledge as well as to share it. Presenters hurried from their own demonstrations to sit in on those of fellow educators. **At top right,** Lynn Stidham, Jackson City Schools, pauses after her presentation to further explain the methods and means of career education she uses in her classroom.

At middle right, Bobby Gabbard, Owsley County Schools, expounds upon an idea tossed to him by a conference participant.



At lower right, Nell Johnson, Florence Caudill and Mary May, Wolfe County Schools, pause a moment from that frantic two-day pace.

At lower left, Jo Ella Watts, Letcher County Schools, always eager to share her career education ideas, is barely caught by the camera as she presents her demonstration.

...Including Students Who Displayed Their C.E. Knowledge

Leslie County students from W.B. Muncy School added interest and variety to the First State Career Education Conference with a unique demonstration. Workshop participants were entertained as well as enlightened as James Hayes and his students shared their experience in blending worker roles with the regular curriculum via music.

Seven students, grades 4-6, under the leadership of Mr. Hayes, sang folk songs that related to the building of our nation. Their theme, "Work Made the World," was further reflected in the colorful lifesize posters which the students had painted. One poster and song spoke of the coal industry so prevalent in the KVEC area.

During the spring of 1978, Mr. Hayes had worked with the middle grade teachers in a social studies unit. The students conducted research of various nationalities who had helped to build our nation. They wrote stories and painted pictures to illustrate the varied people and worker roles throughout history. Parts of this project were demonstrated at the conference.

(For further information on this project contact Joyce Fortney, Career Education Coordinator, Leslie County Schools, Hyden, Kentucky 41749.)

1978-79 KVEC C.E. Objectives are Previewed: "Back to the Basics" Leads The Way

. . . One of the major tasks the KVEC hopes to accomplish in the year 1978-79 is showing how the "basics" of education are strengthened by infusing or utilizing Career Education techniques. Listed as one of the more critical needs by teachers within this region, the "Back to the Basics" will concentrate on reading, language, and mathematics. A "How To" document containing the research data of this objective will be ready for dissemination in April, 1979.

. . . Openhouse visitations are scheduled for one week during the months of October 23-27, November 13-17, March 5-9 and April 23-27, 1978-79, for visitors primarily from but not limited to the Appalachian region. The visitations will consist of the following:

- an "overview" of the Kentucky Valley Educational Cooperative Career Education Program;
- a slide-tape presentation of Career Education in the Kentucky Valley Educational Cooperative area;
- a question and answer session;
- an "overview" of the schools' Career Education Program;
- a meeting with local career education coordinators and other key people in the program, in each local educational agency;
- a visit to the classrooms—all grade levels—to see career education in action;
- career education materials that have been published by the KVEC-CE will be disseminated.

The visitation dates will also coincide with the **"Basics"** and the **collaborative** effort, providing educators an opportunity to view these objectives.

. . . To involve the broader community—business/labor industry/professional/government community/community service and church organizations, and the home/family structure—in a collaborative career education effort to conduct a school festival week.

. . . Conduct at least five (5) and not more than seven (7) career education workshops with at least three (3) being outside Kentucky.

. . . Publish and disseminate four (4) seasonal newsletters—"The Communicator."

. . . Develop and publish a "how to" document from 8 to 12 pages on involving Exceptional Children in Career Education Activities.

Mini Conference Is Maxi Success

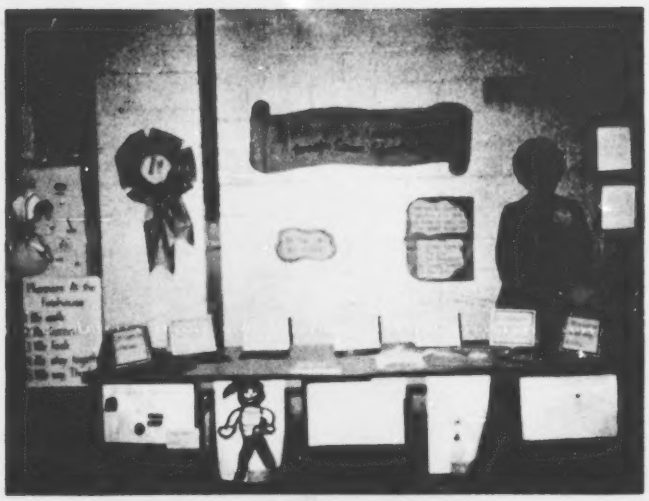
A Mini Career Education Conference held by KVEC area schools at A.B. Combs Elementary School in Perry County drew viewers from all sections of Kentucky as well as several out-of-state individuals. Held to demonstrate Career Education activities used by region educators within the 1977-78 school year, the conference provided a visual experience of projects completed in the KVEC region.

Lillian Buckingham, one of several individuals distinguished in Career Education circles, spoke to conference attendees. She stressed the importance of KVEC Career Education activities and cited points to watch for in the future. Dorothy Alexander, State Career Education Coordinator, spoke of Kentucky's plans for Career Education.

(At right, top) several persons pause from interesting viewing of displays to pose. From left are Kendall Boggs, Alex Eversole, Dorothy Alexander, Elwood Cornett and Lillian Buckingham.

(At right, middle) *Dorothy Alexander pauses before a display.*

Below *several students from Leslie County are on hand to discuss a project the school had completed.*



Left, top, *a particularly interesting unit for the primary grades at LBJ is demonstrated.*

Left, middle, *Jackson City School shows the Career Work program endeavors and the results of the unique Home Involvement project. Both were a great success.*

Left, bottom, *Creeda Bates, Letcher County Schools, shows a few of the aids she uses in her primary career education projects.*

Top, right, *Leslie County displays are outstanding.*

Bottom, right, *Hargus Rogers, KVEC, gets everyone off to a good start.*

Visitors View C.E. Activities in Lee Co.

Visitors who observe Career Education activities in Lee County are always in for a treat with Lily Kincaid, C.E. Coordinator, doing her utmost to give all participants an enlightening, enjoyable and educational experience.

A recent visitation was no exception. Educators toured various classrooms and met with innovative approaches to C.E. projects.

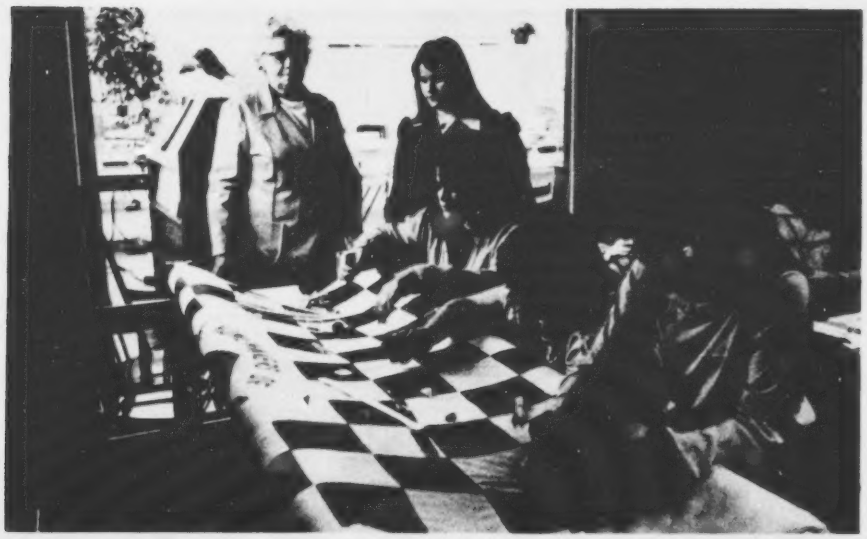
Top, opposite page, visitors are gathered for a brief orientation period led by Mrs. Kincaid and Hargus Rogers, KVEC Coordinator (standing under clock). Gary Pack, principal of Lee County High School is standing at right.

Middle, opposite page, visitors observe work of students who combine English and art to develop student publications and give students "on the job training." Publishing a yearbook, a school newspaper and a page in the local paper each month are just a few of the jobs these students complete. Other publications include tournament programs, campaign cards and tourist pamphlets.

Bottom, opposite page, Richard Sparks, communications class, explains the work of a pressman to the visitors.

Left, this page, an interested educator pauses to ask a Lee County High School student what she likes about Career Education and her class.

Below, this page, good resource persons can be found in your own community, and here a local quilter teaches Home Economics students the ancient art of quilting.



TIMELY ANNOUNCEMENTS

Interested in sharing Career Education Activities or making timely announcements in "The Communicator?" If so, send articles to:

Mr. Hargus Rogers
Career Education Coordinator
Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

Tips and Techniques

Start your own library reference section within your classroom. As each class studies an occupation, have the students type basic knowledge about each career. Such knowledge could include salary range, educational requirements, etc. This research could be bound with a bought cover or placed on index cards in a recipe file box.

Congratulations Go To Stidham

Avery Stidham has accepted a job with the Kentucky State Career Education Office. Avery, and his wife, Lynn, who also holds a position in the State Department, assumed their duties in August.

Congratulations are extended from all KVEC educators to Avery and Lynn.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

Want to . . .

ask questions about articles?
submit an article to this newsletter?
read about specific approaches, methods, activities, etc., in a career education program?

If so, please contact:

Elwood Cornett, Director
Hargus Rogers, Coordinator & Editor of "The Communicator"
Kentucky Valley Educational Cooperative
325 Broadway, P.O. Box 1118
Hazard, Kentucky 41701

KENTUCKY VALLEY EDUCATIONAL COOPERATIVE
CAREER EDUCATION PROJECT
P. O. Box 1118, 325 Broadway
Hazard, Kentucky 41701

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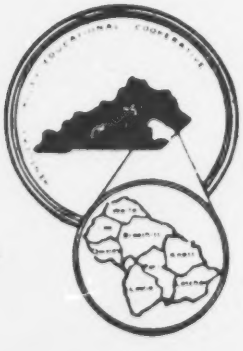
PERMIT NO. 94



The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

APPENDIX G

Review Committee

1977 - 1978

Review Committee

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1977 - 1978

Review Committee

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APPENDIX H

Research Evaluation

EVALUATION REPORT

EFFECTIVENESS OF THE DISSEMINATION TASKS PERFORMED BY "CAREER EDUCATION IN RURAL APPALACHIA"

Prepared by:

Clayton P. Omvig

Department of Vocational Education
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Lexington

December, 1978

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CHAPTER 1

INTRODUCTION

Having been involved in career education since early 1973, the Kentucky Valley Educational Cooperative (Region XII) and its cooperating districts, have developed and refined numerous career education units. Also, through such extensive and continuous involvement in career education, the region has acquired many skills in the methods of presenting career education concepts to students and additional skills in project management, with the latter including the roles and responsibilities of the various educational professionals. The Region has become recognized nationally as a successful model for career education in rural settings.

In 1976, the region was funded by the Office of Career Education, U. S. Office of Education, to serve as a dissemination site to communicate successfully career education methods and procedures to rural Appalachia. The project was refunded for the subsequent year with an updated set of dissemination objectives, some of which were the same or similar to the original project, e.g., (1) to publish and disseminate a newsletter, (2) to provide an open-house for visitors, (3) to produce "How To" guides.

Evaluation of the first year's dissemination project revealed considerable success and a positive acceptance of the materials and services disseminated through the project. Through this effort, the career education staff was made aware of additional products sought by practitioners. Therefore, the revised set of dissemination objectives were developed and included in an application for second year funding.

The funding was granted by the Office of Career Education, U. S. Office of Education. The following portions of this report outline the findings of an evaluation conducted to ascertain the effectiveness of the dissemination activities conducted by the Kentucky Valley Educational Cooperative during FY 1978.

Research Questions

Six major dissemination tasks were performed through the project. Evaluation of those tasks was the purpose of the research reported in this document. The research questions and the procedures followed are essentially identical to those developed to evaluate the previous year's project. Through survey research methods, answers were sought to the following questions:

1. Were the individual dissemination tasks undertaken in the communications project rated as effective by the field personnel to whom they were communicated?
2. What was the relative effectiveness of the dissemination tasks, i.e., which were judged to be more effective than others?
3. Could different patterns of preference for the dissemination tasks be ascertained for specified purposes to be accomplished through the dissemination, i.e., which were of most help, which were best for informational purposes?

Description of the Tasks

Visitation. An open house to the project and the Region's schools was scheduled for the Spring, 1978. A schedule was established whereby

individuals or groups could come to the Region and see career education activities first hand. All visitors were provided with a complete set of materials which were scheduled for dissemiantion to the field. They also met with project staff, had an opportunity to personally interact with their own counterpart from the Region, visited classrooms, and talked with students and teachers. The goal was for them to get a first hand display of how career education can work, plus the opportunity to question the teachers and career education staff concerning procedures.

Newsletter. A newsletter was developed for dissemination to selected educators in rural Appalachia. Articles for the newsletter, "The Communicator," were developed by the project staff and by teachers. Material was solicited from the entire 13 state Appalachian Region. Six bi-monthly editions were to be produced. The newsletter was intended to alert educators to career education activities and available products. The issues contained feature stories and lists of available materials on approaches, processes, and techniques used in the regional career education program.

Role Monographs. A series of five monographs were developed which outlined the roles of key actors in implementing career education. Monographs were developed on the role of the (1) Superintendent, (2) Principal, (3) Counselor, (4) Supervisor, and (5) Teacher. These monographs specified roles and role relationships considered necessary for affective development and implementation of career education in rural Appalachia. The monographs were written by outstanding practitioners from each of the roles in the Kentucky Valley Educational Cooperative area. Opportunities were made available for personal

interaction with the authors during the regional open house.

Career Education Units. Samples of best career education units that were developed during the first three years of the regional career education project were selected and compiled into nine (9) booklets, one for each grade level, first through ninth grade. Ten units were included for each grade level. The units were selected by an editing committee of experienced career education teachers from a list of units in which more interest had been shown than for other curriculum materials developed by the Kentucky Valley Educational Cooperative Career Education Project. The curriculum units were refined, compiled into the booklet, and disseminated to selected recipients in Appalachia.

"How-To" Guides. Six "How-To" guides were practical documents, usually 10-15 pages in length, aimed at a particular facet of career education. The guides were designed to assist teachers and administrators with the implementation of career education. They are succinct references for specific topics and designed to reflect the usefulness of career education as an effective vehicle for combining several societal concerns with career education, the result being a meaningful and workable curriculum. The concerns covered in the guides included how to correlate career education with 4-H Club work, with Boy and Girl Scouts, with Title I Reading and Math Programs, with Consumer Education, with Character Education, and with Pre-vocational Training.

Home/Family Involvement. This task was designed to involve the family in career education through a work program designed mutually by students, families, and teachers. The students who participated selected, in consultation with parents and teachers, a task to perform for six weeks each semester. Some tasks included management of a school

store, performing household chores, or a social service project designed to help the community. Criteria for evaluation included the responsibility displayed by the student in performing the task, punctuality, neatness, and consistency of performance. A "How-To" document on involvement of the family in career education was also developed.

Objectives

The overall objective of the evaluation was to determine the effectiveness of the dissemination project by ascertaining the perceptions of those individuals exposed to the tasks. Additionally, these perceptions were compared, where appropriate, to the findings of the FY 1977 evaluation report concerning the effectiveness of that year's dissemination effort.

More specifically, the objectives were:

1. To obtain a rating for each task regarding its perceived usefulness, quality, and appropriateness.
2. To ascertain which portions of each dissemination task were best received by educators.
3. To ascertain what recipients of project materials did with those materials.
4. To obtain a ranking of dissemination tasks in terms of which ones were considered the most effective.
5. To ascertain if the rankings varied by the purpose of the dissemination task.
6. To identify response variations due to position or the educational level at which the respondent had responsibility.

CHAPTER 2

PROCEDURE

Population

The population utilized to assess the effectiveness of the various dissemination tasks performed by the Region XII project was comprised of those individuals who had made a personal visit to the project during the Spring open house. The project's dissemination activities were, of course, aimed at a much larger audience, but it was concluded that the best evaluation could be obtained from that group of people who had been exposed to all dissemination tasks, including the visit, rather than those who were only sent the material.

At the visitation, each participant completed an information card which included his/her name and address. This list was used in mailing the assessment instrument. Most respondents were exposed to all six dissemination tasks. During the visitation, they had an opportunity to see career education in action and ask whatever questions they might like. They were immediately put on the mailing list for "The Communicator" (newsletter) and were sent the earlier issues disseminated before their visit. While at the visit, they were briefed on the Home/Family Involvement project and later recieved a "How-To" guide on the subject. They were also provided with the career education units and the role monographs. Thus, all visitors were familiar to some degree with all aspects of the project. They were informed that they would be mailed a questionnaire at a later date and were urged to respond as quickly and frankly as would be convenient for them.

Questionnaires were mailed to a total of 240 individuals. A response rate of approximately 50 percent was anticipated. The actual response rate of useable questionnaires was slightly lower (47.5 percent). Useable data were obtained from 114 questionnaires.

Data Collection and Instrumentation

A mailed questionnaire was used to attain the objectives specified for this evaluation. (See Appendix I) Questionnaires were developed which dealt with the respondent's perceptions of each of the six dissemination tasks individually. A final section requested overall evaluation data aimed at determining the relative effectiveness of the tasks.

On the first section of the questionnaire (individual task evaluation), the respondents were not asked to make any comparisons as to which dissemination tasks they preferred or which ones they considered were best performed by the project staff. Rather, they were to consider each task independently and identify which parts of the tasks were most effective. They were also asked what they did as a result of being exposed to that dissemination task and what their impression was of the task, including whether it was stimulating, of value, appropriate for them, of interest, and of value to them. These latter items were presented to the respondents via a seven-point semantic differential scale (for example, the respondent could chose one of seven points along a scale ranging from "Not Helpful" to "Very Helpful").

The second part of the questionnaire was an overall evaluation of the dissemination tasks and included items designed to assess the

relative effectiveness of the tasks. Considering overall impact or potential for impact, the respondents were asked to rank order the six dissemination tasks from high to low. They were also asked for preferred combinations of tasks. In identifying combinations, the respondents were asked which two they would prefer and why, then which three and why. This procedure was utilized to identify preferences which might not be apparent from the simple rankings. They were next asked which one(s) they would eliminate from the list if they could only have five, then which one they would eliminate if they could have only four. In this way, information was provided on rank order of the six tasks and also on combinations they preferred.

The dissemination activities were classified according to two purposes, information giving and help for implementation. The respondents were asked to rate each activity in terms of how well it fulfilled each purpose.

The final questions were designed to ascertain which dissemination tasks were preferred by the respondents for specific purposes, e.g., which one(s) would be best for workshops or teacher inservice, and which could best be used to help teachers implement in the classroom.

Demographic data were also obtained from the respondents to facilitate subgroupings of responses on two-way contingency tables. Considered most important were (1) responses by position, (2) responses by level of responsibility (K-6, 7-9, 10-12) and (3) years experience in career education (0-2, 3-5, 6+). Responses to most questions were grouped according to those classifications.

Data Analysis

Questionnaire data were coded on optical scanning sheets from which IBM cards were punched. The SPSS Statistical Package for Social Sciences was utilized for computer processing of the survey data. Output consisted of frequency distributions, means, and rank orders of respondent preferences. All analysis was descriptive and was designed to identify respondent opinions of the dissemination tasks through ratings and rankings.

Demographic variables were used to classify respondents on the basis of position, your experience in career education, and grade level of responsibility. When appropriate, these classification variables were utilized to produce two-way contingency tables, thereby allowing a comparison of responses across subgroups of the population surveyed. This analysis would identify whether or not subgroups differed in their evaluation of the dissemination tasks.

For analysis of rank order questions, means were computed for each ranked item, i.e., if the item received a ranking of one, that value was assigned; for a ranking of two, that value was assigned, etc. The item receiving the lowest mean value when all respondent rankings were combined and averaged was ranked first, since it had the lowest total value on the combined rankings from all respondents.

Questions requiring ratings rather than rankings were similarly analyzed. Mean ratings were computed and, when appropriate, the mean ratings were utilized compared to produce ranks of preference.

Several questions dealt with what the respondent did as a result of being exposed to or receiving material dealing with the dissemination

tasks. These responses were presented as frequency distribution on two-way contingency tables. For those items where the respondents provided a rating, means were computed. These ratings were provided on a seven-point, semantic differential scale. The respondent's overall rating of each dissemination activity was also queried via the semantic differential scale which ranged from "poor" to "excellent."

Several open-end items were also asked. These responses were grouped into categories of like responses and discussed in narrative form. Open-end questions were directed at "why" respondents preferred certain dissemination activities over others and general comments about the dissemination project.

CHAPTER 3

FINDINGS

Presented in this section of the report are the findings obtained from the evaluation of the six dissemination tasks performed by the Kentucky Valley Educational Cooperative's Career Education Project for 1977-78. These dissemination tasks included:

(1) On-site visitation to the project by other educators

(2) Preparation and dissemination of a project newsletter

(3) Preparation and dissemination of five monographs on the role of the superintendent, principal, counselor, supervisor, and teacher in implementing a career education program

(4) Preparation and dissemination of nine booklets of career education units (grades 1-9).

(5) Preparation and dissemination of six "How-To" guides for using career education as a vehicle for combining several societal concerns into a meaningful and workable curriculum

(6) Conduct, evaluate, and prepare a "How-To" document centered on a Home/Family involvement project.

A more detailed description of each of the six dissemination tasks appears in the introductory chapter of this report.

Since each task had a different purpose or set objectives behind why it was performed, difficulty was encountered in comparing the relative effectiveness of each in relation to the other. This was also

the case in the 1977 evaluation of the dissemination project. The 1977 evaluation data provide somewhat of a baseline, and comparison between the two year's evaluations will be made in a summary of findings. However since some of the tasks are different, as is the population, these comparisons will serve as an indication of effectiveness, with no statistical comparisons being made. Analysis will rely on inferences drawn from the opinion data generated from the surveys.

The findings are organized into three major sections which include respondent characteristics, responses relative to the evaluation of each individual dissemination task, and an overall comparison of the six tasks. The overall comparison will combine data from the ratings of each, the overall rankings, and the preferences cited for combinations of the six tasks.

Respondent Characteristics

Useable data were obtained from one hundred fourteen individuals responding to the mailed questionnaire. The following tables depict the characteristics of these respondents. Subsequent tables will consider selected demographic characteristics such as grade level of responsibility, years experience in career education, and position to provide subgroup comparisons on responses.

The typical respondent was characterized as an elementary teacher who had been involved in career education for three years or less, with 47.4 percent responding that they were involved two years or less. However, 21.1 percent reported six years or more involvement. These respondent characteristic's data are presented in Table 1 through Table 3.

Table 1. Grade Level Taught by Respondents

Level	Number	Percent
K-6	62	54.40
7-9	16	14.00
10-12	23	20.20
No Response	13	11.40
TOTAL	114	100.00

Table 2. Respondent's Position

Position	Number	Percent
Administrator	12	10.50
Instructional Supervisor	9	7.90
Teacher	66	57.90
Counselor	11	9.60
Other	16	14.00
No Response	0	0.00
TOTAL	114	100.00

Table 3. Respondent's Length of Experience in Career Education

Experience	Number	Percent
Through Second Year	54	47.40
Third Through Fifth Year	36	31.50
Six Years Plus	24	21.10
No Response	0	0.00
TOTAL	114	100.00

Dissemination Tasks

The following sections present findings relative to responses to questionnaire items for each of the six dissemination tasks. A description of each task was previously discussed in the introduction chapter of this report. Where appropriate, the findings will be presented and discussed by subgroups of the population classified by the respondent's position, level of responsibility, and years experience in career education. These comparisons provide insight into possible subgroup differences in the perceived effectiveness of dissemination tasks.

Visitation Assessment

Educators who wished to visit the Region XII Career Education Project to observe their career education program and interact firsthand with teachers and staff were provided that opportunity through an organized open house held in the Spring of 1978. The visits were structured for dates and content. The activities associated with the visit included an orientation session in which the program was explained, a visit with the regional career education coordinator or other administrative personnel, an opportunity to interact with a teacher or other counterpart, and a question and answer wrap-up following the visitation.

The respondents were asked to rank order the above four activities in terms of which had the most to least positive impact on them. The mean ranking for each activity was calculated and, for purposes of presentation, the activities were rank ordered from highest to lowest

according to how the total group of respondents reacted to the activity.

Presented in Table 4 are the mean rankings and the rank orders by position and total group for which visitation activities had the most impact on respondents. As a total, interaction with one's counterpart was considered the most effective activity of the visitation. Orientation session was second, followed by the visit with the district coordinator. The wrap-up session received the lowest rating. No differences were observed across positions. Since these responses were forced-choice rankings rather than ratings, the lower mean ranking for the wrap-up doesn't necessarily mean that it was ineffective; it only means that it was considered less effective than the other three activities.

Table 4. Ranking of Effective Visitation Activities by Position of Respondent

Activity	Mean Ranking and Rank Order by Position									
	Admin.		Supervisor		Teacher		Counselor		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Interact/ Counterpart	1.91	1.5	1.63	1	2.03	1	2.10	1	1.98	1
Orientation	1.91	1.5	1.88	2	2.22	2	2.20	2	2.15	2
Visit District	2.46	3	2.88	3	2.29	3	2.30	3	2.34	3
Question/ Answer Wrap-Up	3.40	4	3.63	4	2.94	4	3.40	4	3.08	4

The highest individual ranking was for supervisors interacting with their counterpart. Administrators and supervisors also provided high rankings for the orientation session.

The classification variable "level of responsibility" was also considered in relation to the effectiveness of the visitation activities. These data are presented in Table 5. As was the case with position, there were no differences in rankings observed among the various levels. All groups placed a high value on interaction with a counterpart, with only the 7-9 group ranking it somewhat less effective. However, the 7-9 group ranked all aspects slightly lower. Possibly, the visit had less to offer them, but the mean rankings were so close that no significant differences were considered to exist.

Table 5. Ranking of Effective Visitation Activities by Respondent's Level of Responsibility

Activity	Mean Ranking and Rank Order by Level							
	K-6		7-9		10-12		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Interact/ Teacher	1.75	1	2.20	1	1.95	1	1.98	1
Orientation	2.17	2	2.33	3	2.18	2	2.15	2
Visit District Coordinator/ Administrator	2.26	3	2.27	2	2.43	3	2.34	3
Question/Answer Wrap-Up	3.07	4	3.20	4	2.95	4	3.08	4

When considering years experience in career education as a variable, some differences were observed. These data appear in Table 6. Interacting with a counterpart was not ranked first by the respondents who were more experienced in career education. The respondents with six years or more experience ranked the orientation session as most effective. Those with five years or less experience skill preferred interaction with a counterpart. No great differences were found between the less experienced and the more experienced teachers.

Table 6. Ranking of Effective Visitation Activities by Years Experience in Career Education

Activity	Mean Ranking and Rank Order by Years Experience in Career Education							
	0-2		3-5		6+		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Interact/ Teacher	2.10	1	1.71	1	2.14	2	1.98	1
Orientation	2.17	2	2.34	2.5	1.76	1	2.15	2
Visit District Coordinator/ Administrator	2.35	3	2.34	3	2.30	3	2.34	3
Question/ Answer Wrap-up	3.00	4	3.09	4	3.25	4	3.08	4

The 1978 respondents reacted to the visit much the same way as those in the previous year's evaluation. The opportunity to interact with a counterpart was ranked first both years, followed by the orientation session. The visits were highly ranked both years.

Respondents were also asked what they did as a follow-up to their visit to the career education project. They were asked to check a

listing which included nothing, as yet (Nothing); modified my teaching plans based on ideas I gained (Modified Teaching Plans); wrote a report and circulated to appropriate persons (Circulated Report) and shared my experiences with other (Shared Experiences). Since more than one activity could be checked, the various combinations are also listed. (Table 7).

Table 7. Follow-up Activities after Visitation

Activity	Number	Percent of Total
1. Nothing	2	1.85
2. Modified Teaching Plans	10	9.26
3. Circulated Report	1	0.93
4. Shared Experiences	49	45.37
2. and 4. above	29	26.85
3. and 4. above	10	9.26
2., 3., and 4.	7	6.48
Total Responses	108	100.00

Most respondents indicated that they had shared their experiences with others. A total of 83.2 percent of the respondents indicated sharing their experiences by either checking No. 4 or some combination that included response 4. Less than two (2) percent reported that they had done nothing. Forty and two tenths percent of the respondents said that they had modified their feeling based on ideas they had gained.

Those individuals who reported that they had shared their experiences with others were asked to identify with whom they had shared. These data appear in Table 8.

Table 8. Sharing of Experiences from Visitation

Shared With:	Number	Percent
1. Administrators	4	3.80
2. Teachers	25	24.00
3. Counselors	1	1.00
1. and 2. above	33	31.80
1. and 3. above	0	0.00
2. and 3. above	5	4.80
1., 2., 3.	36	34.60
Total Responses	104	100.00

Less than 30 percent of those who shared their visitation experiences shared it with only one public. Those that did share with only one group shared with teachers (24 percent). Only one person shared only with a counselor, a finding not unlike 1977 when no one responded that they had shared only with a counselor. The majority shared with both administrators and teachers (66.4 percent). Over a third also shared with counselors in some combination including administrators and/or teachers.

The final question dealing with the visitation asked for their impression of the visit in terms of whether it was stimulating, helpful, appropriate for them, interesting, and their overall rating. Responses

were made on a seven-point, semantic differential scale ranging from a low rating of "1" to a high rating of "7" for each descriptor variable listed above.

Presented in Table 9 are the mean ratings of the visitation by position. All ratings were quite favorable, with none receiving a rating under 5.0. The highest single rating was for the interest the respondent felt for the visit (6.23 for the total group of respondents). The overall rating of the value of the visit also reached 6.0, indicating that the respondents felt that the visit was a highly valuable experience. The counselors as a group appeared to place slightly more value on the visit than did the other groups. Teachers were next; both these groups provided overall ratings of over 6.0 on the seven-point scale.

Table 9. Impression of the Visitation by Respondent Position (Rating for each variable was on a scale of 1 low to 7 high)

Descriptor Variable	Mean Rating by Positions				Total
	Admin.	Supervisor	Teacher	Counselor	
Stimulating	5.42	5.13	5.59	6.00	5.54
Helpful	5.55	5.38	5.62	5.70	5.56
Appropriate	5.36	5.50	5.33	5.80	5.44
Interesting	5.83	5.88	6.32	6.60	6.23
Overall Rating	5.67	5.88	6.03	6.30	6.00

Negligible group differences were found when considering respondent ratings classified by level taught. The 7-9 grade level respondents rated the visitation somewhat higher, but all groups were again over 6.0. These data appear in Table 10.

Table 10. Impression of the Visitation by Level of Responsibility

Descriptor Variable	Mean Rating by Level Taught K-6	7-9	10-12	Total
Stimulating	5.57	5.67	5.86	5.54
Helpful	5.58	5.80	5.60	5.58
Appropriate	5.44	5.93	5.14	5.44
Interesting	6.30	6.07	6.33	6.23
Overall Rating	6.00	6.13	6.05	6.00

The more experienced teachers provided the highest ratings on individual items (Table 11). However, the less experienced teachers provided a comparable overall rating.

Table 11. Impression of the Visitation by Years Experience in Career Education

Descriptor Variable	Mean Rating by Respondent Years in Career Education 0-2	3-5	6+	Total
Stimulating	5.51	5.42	5.82	5.54
Helpful	5.60	5.44	5.76	5.58
Appropriate	5.49	5.34	5.46	5.44
Interesting	6.28	6.08	6.36	6.23
Overall Rating	6.04	5.94	6.00	6.00

It was concluded that the visitation was judged as effective by the respondents. Ratings of over 6.0 on the seven point scale were consistently achieved. Additionally, of the classroom teachers who

responded to the questionnaire, 69.7 percent indicated that they had already modified their teaching plans as a result of ideas they had gained from the visit.

Newsletter Assessment

Respondents were asked which portions of the newsletter they normally read, what they did with their copies of the newsletter, and what was their impression of the newsletter? (Table 12) Over 70 percent of the individuals who responded to this question indicated that they read the entire newsletter. This figure was higher than the 1977 evaluation in which 62.2 percent indicated that they read the entire newsletter. Further analysis of the data revealed that the most frequently read Sections were those describing teaching practices and materials that were available.

Table 12. Extent Newsletter Normally Read by Respondents

Extent Read	Number	Percent
Entire Newsletter	69	72.60
Scan Contents	10	10.50
Specific Sections Only	16	16.90
Total Responses	95	100.00

Presented in Table 13 is a description of what the respondents did with their newsletters after receiving them. The majority shared them with others or filed them after reading the sections in which they were interested (75.6 percent). However, 23.5 percent disposed of them

after reading. Nearly 40 percent of the respondents indicated that they had shared them with others. Further analysis of their responses revealed that the newsletters were most often shared with teachers. This figure would be expected, since there are more teachers than administrators or counselors.

Table 13. Disposition of Newsletter After Receipt

Disposition	Number	Percent
Thrown Away	23	23.50
Filed	31	31.60
Disseminated Copies	1	1.00
Shared with Others	35	35.70
Shared, then Filed	3	3.10
Disseminated Copies and Filed	5	5.10
Total Responses	98	100.00

The final question dealing specifically with the newsletter was designed to ascertain the respondent's impression of the newsletter. These impression ratings were recorded on a seven-point semantic differential scale similar to that used to assess the visitation. These data, by position, are presented in Table 14. Counselors consistently rated the newsletter higher than did the other groups. They provided the only ratings which were higher than 6.0 on the seven-point rating scale. Highest was 6.11 for counselors' impressions of how interesting the newsletter was. They also gave the newsletter an overall rating of 6.0. Teachers provided the lowest ratings on the individual

descriptor variables being rated, with a 5.12 for attractiveness, a 4.83 for stimulation, a 5.42 for how interesting the newsletter was, and a 5.05 for how helpful it was considered to be. The ratings were somewhat mixed by group, but consistently in the mid to upper 5 range.

Table 14. Impression of Newsletter by Position

Descriptor Variable	Mean Rating by Position				
	Admin.	Supervisor	Teacher	Counselor	Total
Attractive	5.30	5.38	5.12	5.80	5.28
Stimulating	5.00	5.11	4.83	5.56	4.98
Quality of Inf.	5.30	5.22	5.36	5.89	5.41
Interesting	5.40	5.56	5.42	6.11	5.52
Helpful	5.30	5.44	5.05	5.67	5.22
Overall Rating	5.10	5.33	5.40	6.00	5.43

Considering the newsletter ratings by level of responsibility, no group differences were apparent, although the 7-9 level rated the newsletter somewhat better. They provided a 6.0 rating for interest, the highest single rating the newsletter received. Again, most group ratings were in the mid to upper 5's.

No pattern was apparent when considering the respondent's experience with career education. (Table 16). Those with the most experience provided a somewhat higher overall rating, but the difference was too slight to indicate a real difference.

Overall, the newsletter received a favorable rating, mid 5's on a seven-point scale. Interesting received the highest rating, followed

by the overall rating of 5.43 and the quality of information presented at 5.41.

Table 15. Impression of Newsletter by Level of Responsibility

Descriptor Variable	Mean Rating by Level Taught K-6	7-9	10-12	Total
Attractive	5.26	5.33	5.33	5.28
Stimulating	4.96	5.31	4.83	4.98
Quality of Inf.	5.40	5.93	5.29	5.41
Interesting	5.55	6.00	5.39	5.52
Helpful	5.18	5.93	4.89	5.22
Overall Rating	5.46	5.79	5.44	5.43

Table 16. Impression of Newsletter by Years Experience in Career Education

Descriptor Variable	Mean Rating by Respondent Years in Career Education 0-2	3-5	6+	Total
Attractive	5.36	5.15	5.32	5.28
Stimulating	4.95	4.89	5.19	4.98
Quality of Inf.	5.52	5.27	5.43	5.41
Interesting	5.64	5.29	5.67	5.52
Helpful	5.32	5.94	5.48	5.22
Overall Rating	5.49	5.23	5.64	5.43

Assessment of the Role Monographs

Monographs were developed on the role of the superintendent, principal, counselor, supervisor, and teacher. In evaluating these monographs the respondents were asked their impression via the list of descriptor variables utilized for obtaining the one to seven rating as previously described and used for rating the visit and the newsletter. These data are presented in Table 17 by position of the respondent.

Table 17. Impression of the Monograph Series by Respondent Position (Rating for each variable was on a scale of 1 low to 7 high)

Descriptor Variable	Mean Rating by Positions				
		Supervisor	Teacher	Counselor	Total
Attractive	5.30	5.75	5.74	6.56	5.78
Interesting	5.20	5.38	5.49	6.22	5.53
Stimulating	5.13	5.50	5.37	6.11	5.48
Appropriate	5.30	5.63	5.68	6.44	5.73
Quality of Inf.	5.40	5.75	5.66	6.56	5.77
Helpful	5.50	5.75	5.63	6.44	5.75
Overall Rating	5.44	5.88	5.56	6.20	5.72

Counselors rated the role monographs higher than did the other groups. All their ratings were above 6.0, with the highest being a 6.56 for attractiveness and quality of information. Ratings of 6.44 were provided for how appropriate and how useful the documents were. Supervisors provided the next highest ratings. Other ratings were consistently in the high 5's.

When considering level of responsibility, other subgroup differences were observed (Table 18). The 7-9 group consistently rated the role monographs higher than the elementary or high school subgroups. Their ratings were consistently over 6.0. The high school group rated the guides somewhat higher than the K-6 group.

Table 18. Impression of the Monograph Series by Level of Responsibility

Descriptor Variable	Mean Rating by Level Taught			Total
	K-6	7-9	10-12	
Attractive	5.70	6.09	6.00	5.78
Interesting	5.55	5.90	5.47	5.53
Stimulating	5.38	6.10	5.47	5.48
Appropriate	5.69	6.09	5.67	5.73
Quality of Inf.	5.71	6.09	5.80	5.75
Helpful	5.69	6.09	5.80	5.75
Overall Rating	5.60	6.42	5.80	5.72

Also considered in the analysis were differences in responses by length of experience with career education (Table 19). The less experienced respondents rated the role monograph somewhat higher; however, no striking differences emerged as was the case with position or level of responsibility. All ratings were in the high 5's.

Overall, the monographs were considered effective as indicated by a rating of 5.77 for quality of information, a 5.75 for their attractiveness.

Table 19. Impression of Monograph Series by Years Experience in Career Education

Descriptor Variable	Mean Rating by Years Experience in Career Education			
	0-2	3-5	6+	Total
Attractive	5.94	5.62	5.69	5.78
Interesting	5.63	5.36	5.63	5.53
Stimulating	5.49	5.37	5.67	5.48
Appropriate	5.80	5.64	5.75	5.73
Quality of Inf.	5.80	5.79	5.69	5.77
Helpful	5.86	5.61	5.75	5.75
Overall Rating	5.79	5.72	5.56	5.72

Additionally, the respondents were asked what they had done with their monograph series. These data appear in Table 20. Over 60 percent

Table 20. Disposition of Monograph Series after Receipt

Disposition	Number	Percent
1. Thrown Away	2	2.40
2. Filed	26	31.70
3. Inservice	0	0.00
4. Shared	26	31.70
5. Requested Copies	1	1.20
2. and 3. above	1	1.20
2. and 4. above	10	12.30
2. and 5. above	1	1.20
3. and 4. above	8	9.80
2., 3., and 4.	7	8.50
Total Responses	82	100.00

had shared the monograph with others either individually or by using them in inservice. No one checked that they were used in inservice only; that would be expected since they would, in that case, also have to check "shared." Inservice use was indicated by nearly 20 percent of the respondents. That is a rather significant number when considering that the monographs were received rather close to the time when the questionnaire was distributed. Further analysis of the responses revealed that the respondents did not think one monograph superior to any other. When asked if they felt any one monograph was better than the others, the reply in nearly 95 percent of the cases was no. Only an occasional respondent indicated a preferance.

Assessment of the Career Education Units (Grades 1-9)

Nine sets of units were prepared, each containing 10 units. A "Concepts and Skills" section was included in each booklet in an effort to add to their usefulness.

In assessing the units respondents were asked for their impressions based on the seven-point rating scale. Further, they were asked if including the "Concepts and Skills" section added to their usefulness and what have they done with the units since receiving them.

Presented in Table 21 are the respondents' impressions of the career education units by position. The units were provided with a high rating by all subgroups. Counselors rated them the highest, with attractive and interesting both receiving a rating of 6.46. The overall rating by counselors was 6.38. Supervisors also provided high ratings, with three of the six variables rated receiving scores of over 6.0. All overall ratings were 6.0 or higher.

Table 21. Impression of the Career Education Units by Respondent Position (Rating for each variable was on a scale of 1 low to 7 high)

Descriptor Variable	Mean Rating by Positions				
	Admin.	Supervisor	Teacher	Counselor	Total
Attractive	5.75	5.89	5.92	6.46	6.00
Interesting	5.64	6.22	5.95	6.46	6.02
Extensive Use	5.42	5.22	5.33	5.60	5.38
Quality of Inf.	5.82	5.89	5.87	5.90	5.91
Helpful	5.92	6.11	5.93	6.00	6.00
Overall Rating	6.17	6.00	6.16	6.38	6.16

Table 22 contains a rating of the career education units by level of responsibility. The respondents representing the K-6 level provided the highest ratings, with five of six ratings being in the 6's. Also high, with five of six ratings over 6.0, were the 7-9 group. Respondents from the high school setting provided the lowest ratings. The extent to which the units were presently being put to use received the lowest rating. This would be expected since the materials were not widely distributed and the length of time they have been available was short.

When considering length of experience in career education, another pattern emerged. The respondents in the 3-5 years of experience bracket provided lower ratings of the units than did the two extremes of little and much experience. The reason for this difference was not readily apparent. Differences, although not great, were there. (Table 23).

Table 22. Impression of Career Education Units by Level Taught

Descriptor Variable	Mean Rating by Level Taught K-6	7-9	10-12	Total
Attractive	6.12	6.13	5.80	6.00
Interesting	6.20	6.08	5.70	6.02
Extensive Use	5.63	5.47	4.59	5.38
Quality of Inf.	6.03	6.00	5.68	5.91
Helpful	6.20	6.13	5.33	6.00
Overall Rating	6.34	6.19	5.90	6.16

Table 23. Impression of Career Education Units by Years Experience in Career Education

Descriptor Variable	Mean Rating by Years Experience in Career Education 0-2	3-5	6+	Total
Attractive	6.08	5.82	6.09	6.00
Interesting	6.06	5.78	6.26	6.02
Extensive Use	5.33	5.36	5.52	5.38
Quality of Inf.	5.88	5.85	6.04	5.91
Helpful	6.00	6.03	5.96	6.00
Overall Rating	6.26	5.97	6.24	6.16

Overall, the units received a quite favorable rating. Four of the six measures received ratings of over 6.0, with the overall rating received from all respondents being 6.16. The units were considered interesting, 6.02; helpful, 6.00; and attractive, 6.00. The quality of information presented was also considered to be high and appropriate.

As previously indicated, respondents were asked whether or not adding the "Concepts and Skills" section added to the usefulness of the units. Due to the brevity of the responses--yes, no, or no opinion--a table will not be constructed. However, analysis of the responses indicated that 80.7 percent of the respondents indicated that the supplemental section did add to the usefulness of the units, 10.5 percent said no, and 8.8 percent had no opinion.

The respondents were asked what they did with the units they received. Responses to this question appear in Table 24. Only one respondent indicated that he had disposed of the units. Over two thirds (67.2 percent) of the respondents indicated that they had shared the units with others. Twenty-eight and eight tenths percent had only filed the units.

Table 24. Disposition of Career Education Units after Receipt

Disposition	Number	Percent
1. Thrown Away	1	1.00
2. Filed	30	28.80
3. In-Service	3	2.90
4. Shared	4	44.20
2. and 4. above	9	8.70
3. and 4. above	2	1.90
2., 3., and 4.	13	12.50
Total Responses	104	100.00

Presented in Table 25 is a breakdown of how the materials were shared (with whom). Of the individuals who indicated that they had shared their units, 89.7 percent shared them with teachers or with teachers in some other combination. This would be as expected since the units were designed for teacher use. Several shared with both teachers and administrators, but few shared with counselors.

Table 25. Sharing of Career Education Units

Shared With:	Number	Percent
1. Administrators	1	1.30
2. Teachers	39	50.00
3. Counselors	2	2.60
4. Others	5	6.40
1. and 2.	16	20.50
2. and 3.	3	3.80
1., 2., and 3.	12	15.40
Total Responses	78	100.00

Assessment of the "How To" Guides

A series of six (6) "How To" guides were produced and disseminated. These guides were designed to describe how career education could be used as an effective vehicle for combining several societal concerns with career education, the result being a meaningful and workable curriculum. Therefore the series had a "how to combine" theme, including how to combine career education with Consumer Education, Character Education, 4-H Club work, Boy and Girl Scouts, Title I Reading and Math, and Pre-Vocational Training.

Assessment of this dissemination task included a rank ordering of which guides the respondents thought were most effective and helpful, their overall impression of the guides on the seven-point rating scale, and what they did with the guides.

Presented in Table 26 are the mean ranks and rank orders by position for which guides the respondents considered to be most helpful. With only minor exception, all groups ranked the guides the same way. The guide on how to combine career education with consumer education was ranked first, followed by the guide on character education and the guide on Title I Math and Reading. The guides receiving the lowest ranking were those dealing with combining career education with Boy/Girl Scouts and 4-H Club work. This result was not unanticipated, since school personnel are held accountable for the school related areas

Table 26. Ranking of Types of "How To" Guides by Position

Type Guide	Mean Ranking and Rank Order by Position									
	Admin.		Supervisor		Teacher		Counselor		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Total
Consumer Education	1.60	1	1.29	1	1.89	1	2.38	2.5	1.85	1
Character Education	2.90	2.5	2.43	2	2.14	2	2.38	2.5	2.23	2
4-H Club Work	4.11	5.5	5.17	5	4.49	5	4.43	5	4.54	5
Boy and Girl Scouts	4.10	5.5	5.43	6	4.71	6	5.0C	6	4.82	6
Title I Rdg. and Math	2.89	2.5	2.71	3	2.98	3	2.13	1	2.80	3
Pre-Vocational Training	3.90	4	3.86	4	3.86	4	2.75	4	3.78	4

and have very recently been mandated to provide consumer and character education as part of the state requirements for curriculum content.

When considering level of responsibility, group differences were again not present. Without exception, the three levels of respondents agreed on the rank ordering of the guides in terms of their effectiveness (Table 27). High rankings were provided for consumer and character education. A fairly close third was the guide on Title I math and reading. The guide on combining pre-vocational training received a ranking tied for third from the high school level group of respondents. Since pre-vocational is a middle school function, it would appear that that group might have ranked that guide higher. The low ranking for pre-vocational by the elementary group was as expected.

Table 27. Ranking of "How To" Guides by Level of Responsibility Taught

Type Guide	Mean Rank and Rank Order by Level Taught							
	K-6		7-9		10-12		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Consumer Education	1.85	1	1.75	1	1.87	1	1.85	1
Character Education	2.13	2	2.18	2	2.73	2	2.23	2
4-H Club Work	4.60	5	4.80	5	3.79	5	4.54	5
Boy and Girl Scouts	4.83	6	5.50	6	4.27	6	4.82	6
Title I Rdg. and Math	2.88	3	2.50	3	2.93	3.5	2.80	3
Pre-Vocational Training	4.10	4	3.92	4	3.00	3.5	3.78	4

The rankings provided the "How To" guides were also consistent across subgroups classified by years experience in career education. These data appear in Table 28.

Table 28. Ranking of Types of "How To" Guides by Years Experience in Career Education

Type Guide	Mean Rank and Rank Order by Years Experience in Career Education							
	K-6		7-9		10-12		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Consumer Education	1.93	1	1.85	1	1.68	1	1.85	1
Character Education	2.35	2	2.08	2	2.16	2	2.23	2
4-H Club Work	4.82	5	4.61	5.5	3.90	4	4.54	5
Boy and Girl Scouts	4.95	6	4.63	5.5	4.78	6	4.82	6
Title I Rdg. and Math	2.88	3	2.69	3	2.78	3	2.80	3
Pre-Vocational Math	3.28	4	3.93	4	4.67	5	3.78	4

Regardless of position, level, or years experience in career education, the guides were provided the same ranking as to which ones were most helpful. Without exception, those dealing with consumer and character education were ranked the highest, followed by the guide on combining career education with Title I reading and math.

The respondents were next asked for their impression of the "How To" guides in relation to a series of descriptor variables. Their responses by position are presented in Table 29.

Table 29. Impression of "How To" Guides by Respondent Position (Rating for each variable was on a scale of 1 low to 7 high)

Descriptor Variable	Mean Ratings by Positions				
	Admin.	Supervisor	Teacher	Counselor	Total
Attractive	5.80	6.00	5.75	6.25	5.85
Interesting	5.90	5.88	5.75	6.38	5.83
Helpful	5.90	6.00	5.65	6.25	5.78
Stimulating	5.50	5.63	5.44	6.00	5.51
Quality	6.00	6.00	5.70	6.25	5.81
Overall Rating	5.90	5.63	5.78	6.25	5.81

The ratings on the guides were consistently high, with counselors providing the highest ratings. On all six ratings, counselors rated the guides 6.0 or higher, with their overall rating being 6.25 on the seven point scale. The other groups' ratings were comparable and high. All ratings were in the mid to high five range, with several individual ratings higher than 6.0.

The 7-9 grade level group responded with higher ratings on the guides than did the elementary or high school group (Table 30). Their rankings were over 6.0 on five of the six ratings. Perhaps their higher ratings were due to the fact that middle school teachers are more often asked to provide the "extra" skills to students, such as consumer and character education. The K-6 and the 10-12 groups provided similar ratings, both of which were high.

Presented in Table 31 are the mean ratings on the "How To" guides by years experience in career education. The guides were rated

somewhat higher by the more experienced respondents. Half their ratings were above 6.0.

Table 30. Impression of "How To" Guides by Level of Responsibility

Descriptor Variable	Mean Rating by Level Taught K-6	7-9	10-12	Total
Attractive	5.85	6.08	5.94	5.85
Interesting	5.82	6.08	5.82	5.83
Helpful	5.82	6.17	5.59	5.78
Stimulating	5.64	5.83	5.18	5.51
Quality	5.84	6.17	5.77	5.81
Overall Rating	5.82	6.27	5.83	5.81

Table 31. Impression of "How To" Guides by Years Experience in Career Education

Descriptor Variable	Mean Rating by Years Experience in Career Education 0-2	3-5	6+	Total
Attractive	5.80	5.84	6.00	5.85
Interesting	5.87	5.77	5.84	5.83
Helpful	5.72	5.71	6.05	5.78
Stimulating	5.40	5.39	5.95	5.51
Quality	5.80	5.77	5.90	5.81
Overall Rating	5.72	5.84	6.00	5.81

Overall, the series of "How To" guides were rated as quite effective. The quality was considered to be high (5.81), they were considered attractive (5.85), and helpful (5.78). Their overall rating was a high 5.81.

Respondents were then asked what they had done with the guides they received (Table 32). The majority of the respondents had filed their copies of the guides at the time the follow-up was conducted. However, over 50% had already shared the guides with others. Only one person responded that they had thrown the guides away.

Table 32. Disposition of "How To" Guides after Receipt

Disposition	Number	Percent
1. Thrown Away	1	1.08
2. Filed	39	41.94
3. In-Service Only	0	0.00
4. Shared with Others	32	34.41
2. and 4. above	9	9.68
3. and 4. above	2	2.15
2., 3., and 4	10	10.75
Total Responses	93	100.00

Further analysis of the data revealed that of the 50% plus who had shared their guides, most had shared with teachers. However, over one third had also shared the guides with administrators. Again, few had shared with counselors.

Assessment of the Home/Family Involvement Project

The home/family activity was an attempt to involve the family in career education through a work program designed mutually by students, families, and teachers. Respondents had a chance to hear about the project during their visit to the career education project, but they didn't have an opportunity to observe it first hand as they did career education in the classroom. However, a "How To" guide was produced which described this activity. The assessment of this activity, therefore, was one major question. "How would you rate that "How To" Guide in relation to the other six guides described in the previous section?" Responses to that question are presented in Table 33 for those respondents who were familiar with the home/family project.

Table 33. Rating of Home/Family Involvement "How To" Guide in Relation to Other Six "How To" Guides

Rating	Number	Percent
First	13	20.97
Second	9	14.52
Third	21	33.87
Fourth	11	17.74
Fifth	6	9.68
Sixth	1	1.61
Seventh	1	1.61
Total Responses	62	100.00

Over two thirds of the respondents rated the Home/Family Guide in the top 4 when considering it in relation to the previously discussed six guides (seven total). It was concluded from this finding that the respondents placed this guide very close to their rankings of the guides for consumer and character education, and the guide for Title I reading and math. Only a tenth of the respondents ranked this guide among the lower three.

The Home/Family Involvement Project included research regarding the effectiveness of the project in increasing the students' career awareness and career decision making skills. The analysis included three groups of students: Grades K-3, Grades 4-6, and Grades 7-12. Presented in Tables 34 through 36 are the results of this analysis by grade levels.

Table 34. Comparison of Attitudinal Responses of K-3 Grade Students from the Family Involvement Project by Group

AAQ Subparts	Group	
	Pilot Percent Agreement	Control Percent Agreement
Part I (Parental Discussion)	73.00	71.00
Part II	90.00	83.00
Part III (Relationship of Individual to Society)	90.00	86.00

Grades K-3

The students from kindergarten to grade three who participated in the Family Involvement Project were administered the "Affective Assessment Questionnaire for Career Education: Grades 1-3" (AAQ). The

instrument was also administered to a control group who did not participate. This instrument was prepared by the Minnesota Research Coordinating Unit for Vocational Education (RCU), University of Minnesota, and consisted of three parts.

Table 35. Comparison of Attitudinal Responses of 4-6 Grade Students from the Family Involvement Project by Group

AAQ Subparts	Group	
	Pilot	Control
	Percent Agreement	Percent Agreement
Part I (Relationship of the Individual to Work)	91.00	84.00
Part II (Reasons Why People Work)	85.00	79.00
Part III (Career Planning and Lifestyle)	82.00	82.00

Table 36. Comparison of Correct CMI Attitude Scores of 7-12 Grade Students in Family Involvement Project by Group

CMI	Group	
	Pilot	Control
	% Percent Agreement	% Percent Agreement
Attitude Scale Score	70.00	61.00

Chi Square equals 14.32

Part I contained items about parental influence and discussion at home relative to careers. Parts II and III were a series of opinion questions dealing with work and its relationship to the individual and society.

Since the instrument has not been normed, a panel of judges decided on the "appropriate" attitudinal response to a series of statements based on a yes, neutral or no response to the instrument items.

A comparison (by group) of the percentage of agreement with this selection appears in Table 34. In calculating these percentages, a correct response was given three points, a neutral response two points, and an incorrect response one point. The total (maximum) points available was calculated by multiplying the total number of items times three points. The percentage of agreement was, therefore, the total points accumulated by a group divided by the maximum possible points.

On Part I of the instrument, parental discussion, there was little discrimination between groups. However, analysis of the items in this section revealed that the majority of questions dealt with talking to parents about such things as school work and the types of jobs people do. On two items, differences were apparant. The pilot group responded more often that their parents tried to show them different ways that people made a living and that they were interested in their children someday finding a job that they would like.

On Parts II and III, some differences in response rates were apparent. The pilot group responded in the "appropriate" manner to 90 percent of the items on both subparts versus 83 and 86 percent for the control group. These differences were small; however, most instrument items were again non-discriminatory--either group could respond equally well regardless of experience. On several items, the pilot group's responses were higher than the control group's. These items dealt with such concepts as the importance of all workers, the matter of only working for money, sexual equality, and the importance of the school providing students with experience to assist them in career planning. It was concluded that on those instrument items where one could reasonably expect the item to discriminate, the pilot group's

responses were more closely aligned with the response indicating positive attitude.

Grades 4-5

The students in grades 4-6 were administered the "Career Education Affective Assessment Questionnaire: Grades 4-6" (AAQ). This instrument was also developed by the Minnesota Research Coordinating Unit. This upper elementary version consisted of three parts.

Part I contained items dealing with the individual, and how he perceives himself in relation to work and the demands of the job. The higher the individual's score, the better his attitude would be in relation to learning about himself and his desire to do well on a job. Part II consisted of items directed toward the respondent's opinion of various reasons for working. Part III was designed to ascertain the students's perceptions on career planning and its relation to desired lifestyle.

The same scoring procedure was used with this instrument as was used with the K-3 version. A panel selected the "appropriate" response and the scores of each group were compared based on the percentage of responses which agreed with the panel's selection. These comparisons appear in Table 35.

On Part I of the instrument, the relationship of the individual to work, the control group recorded a 91 percent consistency of response with the panel, compared with 84 percent agreement for the control group. Inspection of individual item responses revealed the variations in scores. The control group recorded more negative responses on items dealing with the value of being told about their

mistakes and finding out about things they did not like to do. The pilot group exhibited higher interest in finding out about what things they could do well, knowing more about various careers and learning more about the things they like to do. They also recorded higher attitudes toward the value of "working for Mom and Dad at home," and the importance of doing a job well and on time.

Part II was directed at the respondent's attitude in relation to reasons for working. On this section, the control group concurred with the panel on 85 percent of the responses versus 79 percent for the control group. Again, the pilot group recorded a higher attitude score than did the control group. Three areas emerged as differences between the groups, and accounted for the divergent scores. The control group consistently showed more concern for monetary reward than did the pilot group. A second area involved sex stereotyping. The control group was not as liberal on the role of women or the need for girls to also plan for careers. A third area of difference dealt with the value of having the worker share his job related knowledge with students. The pilot group saw more value in the school providing career related experiences, including workers explaining their jobs to young people.

The final section of the instrument dealt with career planning and it relation to future lifestyle. No group differences were observed on this section. The pilot and control group scored equally in relation to planning. However, some differences were present on individual items. Again, the control group was somewhat more interested in planning careers based on monetary reward. Possibly because of the career education activities, the pilot group's was a bit less "immediate"

oriented in that they placed less emphasis on money and more emphasis on choosing a career consistent with their likes and abilities.

Overall, the groups scored the same on the planning section, the the pilot group displayed higher scores on the sections dealing with the relationship of the individual to work and the reasons why people work.

Grades 7-12

The attitude measure administered to the students grades 7-11 was the Attitude Scale of the Career Maturity Inventory (CMI). The Attitude Scale consists of 50 true and false items designed to provide a measure of the individual's attitude toward making a career choice and entering the world of work. The inventory was administered to the pilot group of students who had participated in the Home/Family Involvement Project and to a like control group. Administration was on a pre-post basis. Analysis of the pretest raw scores and percentile ranks achieved revealed no significant difference in the responses of the two groups.

A comparison of the percentage of correct posttest responses appears in Table 36. As a group, the pilot subjects provided correct responses in 70 percent of the cases compared to 61 percent by the control group.

Since the CMI is a normed instrument with correct responses indicated, analysis was conducted to determine whether or not the experimental group provided significantly more correct responses to the Attitude Scale items than did the control group. The analysis chosen was the Chi Square test for independence. A 2 X 2 analysis was made, in which the pilot and control groups were compared regarding total numbers of correct and incorrect responses.

A significant Chi Square would indicate that the responses were not independent of group. The pilot group responded correctly to significantly more items than did the control group. The Chi Square value of 14.32 was significant beyond the 95 percent level of probability that the group differences were due to chance. Therefore, since the Chi Square was significant and since the pilot group displayed more correct responses, it was concluded that the experience (Home Involvement Project) had a significant effect on their Attitude Score of the CMI versus a group which had not had this experience.

Further analysis was made of the individual attitude items on which the career education group responded differently than did the control group. The first of these differences centered on money. The control group displayed more interest in how much money they could earn than did the career education group. A second area of difference was in career planning. The career education group was more inclined to have positive attitudes about their future. The control group responded more often that one entered a job by chance rather than by planning and preparing for that occupations.

Overall Evaluation

In addition to answering questions directed specifically at each individual dissemination task, respondents were also asked for their overall impression of the project tasks, in relation to each other. In this manner, at least limited comparative data were collected. However, since each dissemination task had a different purpose, it was difficult to ascertain relative effectiveness.

Included in the overall evaluation section were four components: (1) a rank ordering of which dissemination activities had the most impact, (2) which combination of activities the respondents felt were best if they had to choose from among the six, (3) how much information and/or help the respondents felt each task provided, and (4) which dissemination tasks the respondents preferred for specific purposes.

Presented in Table 37 are the mean ranks and rank orders by position for respondent opinion of which tasks were considered most effective as dissemination devices.

Table 37. Ranking of Dissemination Activities by Position (Ranks range from 1 - most impact to 5 - least impact)

Dissemination Activities	Mean Ranking and Rank Order by Position									
	Admin.		Super.		Teacher		Counselor		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Visit	1.27	1	1.38	1	1.33	1	1.33	1	1.33	1
Newsletter	3.60	4	3.88	5	3.64	4	3.38	4	3.69	4
Monographs	3.75	5	3.63	4	4.42	5	3.88	5	4.08	5
Units	1.70	2	2.11	2	2.02	2	2.22	2	2.01	2
"How To" Guides	3.22	3	3.38	3	3.09	3	2.88	3	3.16	3

Overall, the respondents ranked the visit as a high first in terms of the most beneficial dissemination task. The career education units (grades 1-9) were ranked second. The "How To" guides were ranked third. The monograph series on the roles of various professionals was ranked last in relation to the other activities. Again, it must be remembered that this method of ranking produces forced choices. This forces a

distribution of scores, but doesn't necessarily mean that the lowest ranked activity was poorly received. The ratings of the monographs previously discussed revealed good acceptance of the monograph series; however, when considered one against another, the monographs received less support.

When considering position and length of experience with career education, similar patterns were found. No differences were apparent across subgroups. These data are found in Tables 38 and 39.

Table 38. Ranking of Dissemination Activities by Level Taught

Dissemination Activities	Mean Ranking and Rank Order by Level Taught							
	K-6		7-9		10-12		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Visit	1.36	1	1.62	1	1.14	1	1.33	1
Newsletter	3.63	4	4.00	5	3.47	4	3.69	4
Monographs	4.30	5	3.70	4	4.19	5	4.08	5
Units	1.82	2	1.92	2	2.53	2	2.01	2
"How To" Guides	3.18	3	3.27	3	2.90	3	3.16	3

Table 39. Ranking of Dissemination Activities by Years Experience in Career Education

Dissemination Activities	Mean Ranking and Rank Order by Years Experience in C. E.							
	0-2		3-5		6+		Total	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
Visit	1.39	1	1.27	1	1.29	1	1.33	1
Newsletter	3.91	4.5	3.72	4	3.16	3.5	3.69	4
Monographs	4.00	4.5	4.23	5	4.00	5	4.08	5
Units	2.00	2	2.00	2	2.05	2	2.01	2
"How To" Guides	3.07	3	3.30	3	3.13	3.5	3.16	3

The ranking question discussed above did not include the Home Family Involvement Project. The respondents were asked to rate that activity in relation to the other five major dissemination tasks.

The majority of the respondents who were familiar with the project rated this project as either third or fourth overall, in relation to the other five dissemination tasks. The median rating was fourth. The mean rating was calculated at 3.7. It was concluded that, on the basis of these ratings, the Home Family Involvement project was considered to be the fourth in rank when combining the six tasks.

The overall rankings were: (1) Visit, (2) Units, (3) "How To" Guides, (4) Home/Family Project, (5) Newsletter, and (6) Monographs.

Table 40. Choice for Single Task by Position

Task	Position									
	Admin.		Supervisor		Teacher		Counselor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Visit	4	44.40	3	50.00	25	50.00	4	50.00	36	49.30
Newsletter	1	11.20	0	0.00	0	0.00	0	0.00	1	1.30
Monographs	0	0.00	1	16.70	0	0.00	1	12.50	2	2.80
Units	4	44.40	2	33.30	21	42.00	2	25.00	29	39.80
"How To" Guides	0	0.00	0	0.00	3	6.00	1	12.50	4	5.50
Family Involvement Project	0	0.00	0	0.00	1	2.00	0	0.00	1	1.30
Total Responses	9	100.00	6	100.00	50	100.00	8	100.00	73	100.00

In a further effort to ascertain respondent opinion of the dissemination tasks, the repondents were asked a series of questions concerning the tasks. First, they were asked which dissemination task they

would choose to cause other people to implement career education if they could only use one task. Then, they were asked which they would add if they could have a second, then a third. Finally, they were asked which one they would eliminate if they had all six, but they had to

Table 41. Choice for Single Task by Level of Responsibility

Task	Level Taught K-6 No.	K-6 %	7-9 No.	7-9 %	10-12 No.	10-12 %	Total No.	Total %
Visit	19	43.20	6	54.50	10	62.30	35	49.30
Newsletter	0	0.00	0	0.00	1	6.30	1	1.40
Monographs	0	0.00	0	0.00	1	6.30	1	1.40
Units	22	50.00	4	36.40	3	18.80	29	40.80
"How To" Guides	2	4.50	1	9.10	1	6.30	4	5.70
Family Involvement Project	1	2.30	0	0.00	0	0.00	1	1.40
Total Responses	44	100.00	11	100.00	16	100.00	71	100.00

cancel one; then, which would they cancel second. This procedure provided another type of rank ordering, including which combinations they preferred.

Presented in Tables 40 through 42 are the first place choices by position, by level of responsibility, and by years experience in career education. Regardless of classification or subgrouping used, the respondents were consistent in their choices. The visit again represented the first choice by the respondents, followed by the career education units. These two activities accounted for nearly 90 percent of the first choices.

A few patterns emerged as one compares all three tables. Administrators rated the visit somewhat lower than did the other groupings and they ranked the units equal to the visit. High school level personnel rated

Table 42. Choice for Single Task by Years Experience in Career Education

Task	Years Experience in Career Education							
	0-2		3-5		6+		Total	
	No.	%	No.	%	No.	%	No.	%
Visit	22	55.00	8	40.00	9	50.00	39	50.00
Newsletter	0	0.00	0	0.00	1	5.60	1	1.30
Monographs	2	5.00	0	0.00	0	0.00	2	2.60
Units	13	32.50	11	55.00	7	38.80	31	39.70
"How To" Guides	2	5.00	1	5.00	1	5.60	4	5.10
Family Involvement Project	1	2.50	0	0.00	0	0.00	1	1.30
Total Responses	40	100.00	20	100.00	18	100.00	78	100.00

the visit highest (62.3 percent of their first place choices). The elementary group (K-6) rated units above the visit. Teachers with less experience in career education rated the visit higher than the other levels, but the respondents in the 3-5 year group choose the units first in 55.0 percent of the cases. Overall, the order of first choices was (1) Visit, (2) Career Education Units, and (3) the "How To" Guides. The monograph series was only slightly preferred over the newsletter and the home/family involvement project. Since the latter was a project with which most repondents weren't entirely familiar, the lack of its choice was not unexpected.

Respondents were then asked, "If you could add a second choice, what would it be?" Their responses are presented in Tables 43 through 45. Many of the respondents who had chosen the visit first switched to the career education units for their second choice. The reverse was

Table 43. Choice of Second Task by Position

Task	Position									
	Admin.		Supervisor		Teacher		Counselor		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Visit	2	33.30	2	40.00	16	38.10	3	42.90	23	38.30
Newsletter	0	0.00	1	20.00	0	0.00	0	0.00	1	1.68
Monographs	2	33.30	0	0.00	4	9.50	1	14.30	7	11.67
Units	1	16.70	2	40.00	15	35.70	1	14.30	19	31.67
"How To" Guides	1	16.70	0	0.00	6	14.30	2	28.50	9	15.00
Family Involvement Project	0	0.00	0	0.00	1	2.40	0	0.00	1	1.68
Total Responses	6	100.00	5	100.00	42	100.00	7	100.00	60	100.00

also true. Those who had chosen the units, next choose the visit. However, by asking the questions in series, an ordering of the remaining dissemination activities began to emerge. The "How To" guides emerged as the definite third choice of the respondents, followed by the monograph series on the roles of various professional personnel in implementing career education.

A few intergroup variations were observed. Administrators preferred the monograph series more so than the other subgroups as did the junior high group. The career education units were better accepted by the junior high group also.

Table 44. Choice of Second Task by Level of Responsibility

Task	Level Taught							
	K-6		7-9		10-12		Total	
	No.	%	No.	%	No.	%	No.	%
Visit	14	36.80	4	36.30	5	41.7	23	37.70
Newsletter	2	5.30	0	0.00	0	0.00	2	3.30
Monographs	3	7.90	3	27.30	1	8.30	7	11.50
Units	12	31.60	2	18.20	4	33.30	18	29.50
"How To" Guides	7	18.40	1	9.10	2	16.70	10	16.40
Family Involvement Project	0	0.00	1	9.10	0	0.00	1	1.60
Total Responses	38	100.00	11	100.00	12	100.00	61	100.00

Table 45. Choice of Second Task by Years Experiences in Career Education

Task	Years Experience in Career Education							
	0-2		3-5		6+		Total	
	No.	%	No.	%	No.	%	No.	%
Visit	12	36.40	8	44.40	5	33.40	25	37.90
Newsletter	0	0.00	0	0.00	2	13.30	2	3.00
Monographs	4	12.10	2	11.20	2	13.30	8	12.10
Units	13	39.40	4	22.20	3	20.00	20	30.30
"How To" Guides	3	9.10	4	22.20	3	20.00	10	15.20
Family Involvement Project	1	3.00	0	0.00	0	0.00	1	1.50
Total Responses	33	100.00	18	100.00	15	100.00	66	100.00

The respondents were also asked to indicate their third choice. These data are included in Table 46, along with a summary of the first and second choices. Based on cumulative total numbers, the visit was the most frequently chosen dissemination task. The career education units were second, followed by the "How To" guides and the newsletter.

Table 46. Summary of Dissemination Task Preferences

Task	Preference						Cumulative Total No.
	1st Choice		2nd Choice		3rd Choice		
	No.	%	No.	%	No.	%	
Visit	36	49.30	23	38.30	5	10.64	64
Newsletter	1	1.30	1	1.68	13	27.65	15
Monographs	2	2.80	7	11.67	4	8.51	13
Units	29	39.80	19	31.67	6	12.77	54
"How To" Guides	4	5.50	9	15.00	19	40.43	32
Family Involvement Project	1	1.30	1	1.68	0	0.00	2
Total Responses	73	100.00	60	100.00	47	100.00	180

It would follow that the home/family involvement project and the monograph series should be the most frequently mentioned as dissemination tasks the respondents would prefer dropped from the total list. The respondents were asked which they would drop first and which they would drop second. This analysis, presented in Table 47, revealed another form of task ranking by respondents.

When asked which of the six tasks the respondent would eliminate first, the greatest number said the monographs. However, the newsletter, which was fourth in the most preferred ranking, was revealed to be the second task which would be eliminated. The "How To" guides were third.

The respondents would retain the Home/Family Involvement Project as their third preferred task under this method of elimination.

Table 47. Least Preferred Dissemination Tasks

Task	Preference				Cumulative Total No.
	Least Preferred		Next Least Preferred		
	No.	%	No.	%	
Visit	1	1.92	2	4.76	3
Newsletter	16	30.77	12	28.57	28
Monographs	19	36.53	11	26.19	30
Units	1	1.92	0	0.00	1
"How To" Guides	8	15.39	13	30.95	21
Family Involvement Project	7	13.46	4	9.53	11
Total Responses	52	100.00	42	100.00	94

Based on this procedure, of task ranking, it was concluded that the overall respondent ranking of the dissemination tasks would be as follows:

1. Visit
2. Career Education Units
3. "How To" Guides
4. Home/Family Involvement Project
5. Newsletter
6. Monograph Series

The home/family involvement did not receive many first, second, or third place choices; neither was it chosen to be eliminated. This finding is consistent with the previously reported rankings when the five activities were ranked, then the home/family project added (Tables 37-39 and narrative following).

The last part of the overall evaluation dealt with which tasks might be preferred for the specific purposes of teacher inservice and helping teachers with implementation. These data are presented in Table 48.

Table 48. Preferred Dissemination Tasks by Specified Purpose

Task	Purpose					
	Inservice			Implementation		
	1st Preference	2nd Preference	Cumulative Total	1st Preference	2nd Preference	Cumulative Total
Visit	18	4	22	18	5	23
Newsletter	2	2	4	2	1	3
Monographs	4	6	10	1	2	3
Units	47	13	60	51	20	71
"How To" Guides	9	19	28	0	16	16
Family Involvement Project	2	3	5	12	1	13
Total Responses	82	47	129	84	45	129

The first most mentioned inservice aid was the set of career education units, followed by having teachers make a visit to the career education project. These were followed by the "How To" guides and the monographs. For the combined total of first and second choices, the career education units remained the first choice followed by the "How To" guides which received many second place choices. The visit was a close third.

When considering which of the tasks would be best to assist a teacher with implementation, a similar pattern was observed. The career education units received the most first and second place choices. However, the visit was second rather than the "How To" guides.

Through this type of ranking -- which tasks the respondents felt were most effective to help others with career education -- the following rank order emerged. The career education units were first, followed by a virtual tie for second between the visit and the "How To" guides. Fourth was the Home/Family Involvement Project, followed by the newsletter and the monographs. It was not anticipated that the home/family project would be rated high in this rating procedure, since it was a single guide describing a project.

The dissemination tasks were designed to provide information and stimulation (Information) and/or actual help for implementation of career education (Help). In an effort to ascertain how well these purposes were fulfilled, respondents were asked to rate each task on a five-point scale covering the extent to which each activity provided information or was of help. These data are presented in Table 49.

Table 49. Rating of Task Effectiveness by Purpose

Task	Mean Rating by Purpose	
	Information	Help
Visit	4.47	4.30
Newsletter	3.70	3.32
Monographs	3.91	3.62
Units	4.59	4.51
"How To" Guides	4.27	4.13
Family Involvement Project	4.05	3.70

A value of 3.5 was arbitrarily set as a standard of effectiveness. This value was set prior to data analysis. Only one value failed to reach this criterion. The newsletter received a rating of 3.32 for

help. The career education units were given the highest ratings, with a 4.59 for information and 4.51 for help. The visit and the "How To" guides also received high ratings for both scales.

Relative Effectiveness of Dissemination Tasks

Since the tasks had different purposes, it was difficult to directly measure their effectiveness in relation to each other. For example, the respondents generally provided higher ranks for things like the curriculum units, something they could take home and use, and lower ranks for something with less direct application, the newsletter. However, without a dissemination device like the newsletter, how would one communicate materials or the open house visitation schedule?

In an effort to take more variables into consideration than a single ranking of preference, multiple schema were used - including both ratings and rankings. Ranking forced a distribution from high to low. The rating would disclose whether those tasks forced lower through the ranking procedure were also rated as less effective or merely the lowest of a series of tasks all of which were rated as good.

Presented in Table 50 is a summary of the various ratings and rankings used in this study. These findings were compiled from the previously discussed tables. First is a ranking based on the various individual impression ratings (Impression). Second is a ranking provided when the respondents were asked to rank order the six dissemination tasks in terms of effectiveness (Rank Order). The ratings of effectiveness by purpose -- help or information -- provide the third comparison (Effectiveness Ratings). Fourth are the ranks by which tasks the respondents would prefer if they couldn't use all six (Preferred). Fifth are the ranks by which tasks the respondents use to assist in inservice or with implementation (Assist).

Table 50. Summary of Task Ratings and Rankings

Task	Rank Order by Ranking Technique						
	Impressions Ratings		Rank Order	Effectiveness Ratings		Preferred Ranks	Assist Ranks
	$\bar{X}$	Rank		$\bar{X}$	Rank		
Visit	6.00	2	1	4.39	2	1	2.5
Newsletter	5.43	5	5	3.51	6	5	5
Monographs	5.72	4	6	3.77	5	6	6
Units	6.16	1	2	4.55	1	2	1
"How To" Guides	5.81	3	3	4.20	3	3	2.5
Family Involvement Project	N/A	N/A	4	3.88	4	4	4

For the ratings, the mean rating was also listed to provide the reader with the size of the various ratings. Ratings were on a seven-point scale for "Impression" and on a five-point scale for "Effectiveness."

When considering the various rankings and ratings, some variation in ordering occurred. However, the Career Education Units maintained the highest overall ranking, with the Visitation a close second. The "How To" guides were a consistent third. The Home/Family Involvement Project emerged as fourth, followed by the Newsletter and the Monograph Series.

The ratings indicated that all six dissemination activities were considered effective. All total ratings were above 5.4 on the seven-point Impression scale and above 3.5 on the five-point Effectiveness scale.

Open-End Comments Regarding Tasks

Respondents were provided the opportunity to reply to open-end questions concerning why they preferred a dissemination task. These responses provided additional insight and explanation concerning the overall rankings of the tasks.

The task receiving the highest overall rating was the production of the career education units. The following list of quotes are typical responses concerning why respondents chose the units as the preferred dissemination tasks:

- "Teachers need these in order to implement the program. It takes time to plan units."
- "These units are excellent models for classroom teachers to use."
- "Good guides for activities--they provide a "handle" for possible projects."
- "Adaptable for individual use--invaluable."
- "Most useful things for teachers yet."
- "Good motivator. If teachers can see units already written, then they feel that it isn't as hard as they thought."
- "Because they are readily used in the classroom--they give concise activities; they present the material in an understandable manner.
- "They are well written and useful. I think I can develop some of my own now."

The above list constitutes only a small fraction of the total number of open-end responses. They are, however, typical of the comments made. To continue with the entire array of responses would not add significantly to the report. The general consensus was that the units were well done and helpful to the teachers.

The visit to the career education project was ranked second in order of preference by the respondents. In the previous year, the visit was ranked first, but in the present study, it was replaced by the previously discussed set of nine career education units (Grades 1-9). The following responses are typical of the reasons cited for the high rating given the visit.

- "You see what others are really doing--not just on paper."
- "More stimulating--seeing something in action makes more impact."
- "The visit was most helpful. We saw what others were doing, talked to those who could help us and to those who could give us information and also could give us their experiences on this."
- "Wonderful implementation--seeing career education come "alive" was great."
- "It gave us the opportunity to see career education in action."
- "Seeing is better than the printed word. I was really impressed."
- "Interaction with others adds to the value of learning about what is being done in career education.
- "Good to see things in action."
- "Because one look is worth many words."
- "There one can see a fine C.E. program in action. First-hand experiences often provide the impetus to implement one's own career education program.

Most comments centered on the value of personally being able to observe and interact with others.

The "How-To" guides were ranked third in order of preference. Typical comments included:

- "Helps show us how to incorporate community groups with activities of school, careers, etc."
- "Shows how to implement into daily program."
- "Helpful in starting career education."

- "I like the format. It really helps me."
- "These documents provide a step-by-step guide to career education activities."
- "Can trigger interest by showing various activities that can use career approach."
- "Really need these to integrate career ed."
- "They give you ideas on how to carry out the program."

Most comments on the "How-To" guides centered on the usefulness of the guides to provide ideas and how this is helpful to them in their integration of career education.

The Home/Family Involvement Project was ranked fourth among the dissemination activities. Possibly because of its place in the rankings, very few comments were made, positive or negative. Among those made were:

- "It didn't pertain to me. A good idea, but how feasible?"
- "We have adequate home help already in our school. Maybe, though, some don't."
- "Some homes refuse any cooperation. How can we do it better."
- "It involves students, parents, and teachers in a constructive way."
- "The home and the school have drifted too far apart."

The fifth ranked task was the newsletter. Since it was seldom chosen as one of the top three preferred tasks, few positive comments were recorded. Among the positive comments were:

- "Its valuable because of the good project description contained therein."
- "I liked receiving it to keep up with what was going on."
- "Keeps you up on the things working successfully."

- "This helps with informing teachers what is going on and what units and ideas have been used."

- "I like to see whats going on in our co-op."

Among the reasons cited for why the newsletter might be dropped if all the project activities could not be maintained were:

- "It involves strangers except the people I met last year."

- "This is a fine document, but probably has less value to us than someone in the KVEC region."

- "Not enough time for teachers to read a lot of stuff."

- "While the newsletter is informative, it is short and limited in amount of information."

The monograph series on the roles of the various professionals in career education received the lowest ratings by the respondents. Again, since this activity was seldom chosen as one of the top three preferred tasks, few positive comments were made. Among them were:

- "These are helpful in placement of responsibilities and in assigning roles."

- "It tells what is expected of each of us."

- "They did a good job of "breaking out" individual responsibilities."

- "We needed those as a basis for inservice."

Among those reasons cited for why this activity might be dropped if all the program activities could not be maintained were:

- "I think each role would be different at each locale."

- "Each role varies from district to district."

- "I doubt that they will be used by as many people as the other curriculum materials."

- "Should know their role by now."

-"This should be done after the program is underway."

The positive comments about the monograph series refer to their usefulness in specifying roles and responsibilities. Those on the negative side say that we should already know these roles and responsibilities.

The written comments were generally very supportive of all aspects of the Region XII Career Education Project. Many respondents even took the time to provide general comments and encouragement to the staff. The following four comments generally summarize respondent feelings:

- "I am excited about career education now. I can correlate this with my subject matter. It works well and my students become greatly involved. I feel that the coop has done an excellent job."

- "The materials you sent are excellent. I am sharing them with the teachers in my school. I feel that my teaching methods have been much improved since being subjected to your career education workshop and materials. Thank you for this."

- "I think the visit to your area should be required for all teaching personnel. The enthusiasm of your personnel was contagious. You are doing a good job; you are to be commended."

- "I have been very impressed with KVEC's C.E. Program. All of the components--both of the information type and help type--are excellent. I know of no place that we could better turn to for a model of career education. The help received from KVEC is deeply appreciated."

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Presented in this chapter is a summary of the evaluation efforts designed to assess the effectiveness of the six dissemination tasks performed by the project "Career Education in Rural Appalachia," a project conducted through a grant from the U.S. Office of Career Education by the Kentucky Valley Educational Cooperative.

The study design called for a questionnaire to be distributed to individuals familiar with all six tasks. Only those persons who could respond to the entire project were included in the population to be studied. Two hundred forty instruments were mailed to individuals who had visited the project and had received project materials. One hundred fourteen useable responses were obtained (47.5 percent).

The questionnaire consisted of three parts. The first was to obtain demographic data on characteristics of the respondents. The second section was an individual evaluation of each dissemination task. The final part was an overall, collective evaluation of the relative effectiveness of the various dissemination tasks.

Summary

The typical respondent was an elementary teacher who had been involved with career education for about three years. Forty-seven and four tenths percent had been involved two years or less. The respondents sex was not determined through a questionnaire item; however, they gave their names, and the majority was female.

When asked to rank which parts of their visit to the Region XII project had the most impact on them, most indicated that it was the opportunity to interact with their counterpart. The orientation

session provided by the project staff was second, followed by the session with the district coordinator or administrator. The wrap-up/question session received the lowest ranking. These rankings were consistent across position, level of responsibility, and length of experience in career education.

Most of the respondents who had visited the project shared their experience with others (83.2 percent). Most sharing was with teachers; very few shared with counselors. Many (40.2 percent) also indicated that they had modified their teaching based on ideas they had gained. Of the classroom teachers, 69.7 percent had made such modifications. This is a significant number when considering the short time between the visit and the respondent's receipt of the questionnaire.

The overall impression of the visit was good. The composite rating of the visit was 6.0 on a seven-point scale. The respondents found the visit to be particularly interesting as well as helpful.

The newsletter was read in its entirety by most respondents (72.6 percent). Over a third shared the contents with others. Their overall impression of the newsletter was good. However, they did not see the newsletter as effective as the visit or the curriculum materials available from the project. This finding points out the difficulty of comparing the effectiveness of the tasks. Information dissemination must occur, but how can the dissemination ever be expected to be as well received as the product it announces?

The third dissemination task was the development of a series of monographs on the role of the superintendent, principal, counselor, supervisor, and teacher. The counselors received the monograph series

with the most enthusiasm. When asked their impression on such adjectives as quality, usefulness, and appropriateness, they consistently provided ratings of over 6.0 on the seven-point scale. The ratings by other position groups were in the high 5's. However, despite these good ratings, when forced to rank order the dissemination tasks from high to low on impact, the monographs were not as well received as the visit and the curriculum materials available. Possibly this was due to the proportionately larger percentage of teachers who constituted the respondent group.

Over 60 percent of the respondents had shared their monographs with others and inservice use was indicated by nearly 20 percent. The respondents did not feel that any one monograph was superior to the others.

Of the six dissemination tasks, the fourth, the set of career education units (grades 1-9) was the best received by the respondents. On the total impression ratings, most were over six on a seven-point scale. Counselors, again, rated the units very high, as did the respondents representing the elementary level. The high school level respondents provided the lowest rating. This, of course, was as expected. No units were produced for the high school level. Even then, the high school people saw value in the units and rated them mainly in the mid to high 5's.

Over two thirds indicated they had shared their units with others. Most of the sharing was done with teachers or teachers in some combination with other groups (89.7 percent). This was as expected, since the units were developed for teacher use.

The fifth dissemination task was a set of "How To" guides on how career education could be used as an effective vehicle for combining several societal concerns with career education, with the result being a meaningful and workable curriculum. Six guides were developed. Two dealt with concepts the teachers have recently been asked to stress, consumer education and character education. One dealt with reading and math (Title 1), another with pre-vocational training, and the final two on outside youth organizations - the boy and girl scouts. Regardless of position, level, or experience, the respondents generally ranked the guides in the same order. The guides on how to combine career education with consumer and character education were ranked first and second, followed by the guide on Title 1 math and reading. The guides receiving the lowest ranking were those dealing with the boy and girl scouts. Of closest interest to respondents were those things of closest responsibility.

The impression ratings of the "How To" guides were consistently high, most being in the high 5's or the low 6's on the seven-point scale. Counselors and supervisors rated the guides somewhat higher than the other groups. Next to the visit and the career education units, these guides were the next preferred dissemination activity. Over 50 percent had shared their guides, again, most of them with teachers.

The sixth dissemination task was a project directed toward the involvement of the family in career education through a work program designed mutually by students, families, and teachers. A "How To" guide was also developed on this home/family involvement project. The respondents were asked how they would rank this guide in relation to the previous six, over two thirds ranked the guide in the top four.

They placed this guide, therefore, very close to their rankings of the guides for consumer and character education, and the guide for Title 1 reading and math. This dissemination activity was quite well received by respondents; however, it was not considered to have the utility of a visit or curriculum materials when a distribution was forced through rank ordering of all tasks together rather than rating separately.

The summary of evaluation discussed up to this point has been an evaluation of each task individually. Respondents were also asked to collectively consider the six tasks and rank order them from most to least effective. Overall, the respondents ranked the visit as a high first in terms of it being the most beneficial dissemination task. The career education units (grades 1-9) were ranked second, followed by the "How To" guides. The home/family involvement project was placed as fourth in rank after respondents were asked to position it where they considered it in relation to the other five. Fifth came the newsletter, followed by the monograph series on the roles of professionals.

These rankings were consistent with the previously discussed individual ratings. Respondents preferred the visit (the sharing and getting ideas) and the curriculum materials (the career education units and the "How To" guides). It was apparent that the best received activities were those which gave them direct assistance in implementing career education rather than those which were informative or might help in inservice (the role series). Of course, the curriculum materials could also be used in inservice, particularly in a workshop setting in which local materials were developed.

Because of the difficulty of comparing the dissemination tasks

to each other in terms of their relative effectiveness, a variety of evaluation strategies was used. Previously mentioned were the individual ratings (Impression Ratings) and the simple ranking of the six tasks from high to low (Rank Order). Three additional methods were used.

The first was to ask respondents for single choices (Preferred Ranks), "if you could use only one of the six, which would it be?" Then, which combination of two, of three? Further, they were asked which one(s) they would eliminate providing they had all, but needed to reduce the number. The previous findings were again supported, the visit represented the first choice, followed by the career education units. These two activities combined accounted for nearly 90 percent of the first choices. The "How To" guides were third. The home/family involvement project fourth, the newsletter fifth, and the monograph series sixth.

The second additional evaluation method was to ascertain task ranks according to task purpose (Effectiveness Ratings). Assuming the tasks were designed to provide (1) information and/or (2) help for implementation, respondents were asked to rate each task by these two purposes. The visit was rated first, the units second, and the "How To" guides third. Again, the home/family project was fourth, followed by the newsletter and the monographs.

The third and final additional evaluation strategy was to ask respondents to consider which tasks could best be used to assist teachers with implementation of career education (Assist Ranks). The career education units received the most first and second place choices for use in either inservice or for implementation. Tied for second were the guides and the visit, followed by the home/family project. The

newsletter and the monographs were seen as least helpful for assisting with inservice or implementation.

In summary, the respondents indicated that all phases of the dissemination project were well received in the field, all received high effectiveness ratings. When ranks were forced and when additional evaluation strategies were used, e.g., ratings of effectiveness by purpose, preferred combinations, and preferences for providing assistance, rankings of relative effectiveness emerged. When considering these various rankings and ratings, some variation in ordering occurred. However, the Career Education Units maintained the highest overall ranking with the Visitation a close second. The "How To" Guides were a consistent third. Fourth was the Home/Family Involvement Project, followed by the Newsletter and the Monographs.

The above ordering forced a ranking from one to six. However, the impression and effectiveness ratings indicated that all the dissemination tasks were of high quality and effective. All total ratings were at or above 5.5 on the seven-point Impression Scale and above 3.5 on the five point Effectiveness Scale.

Conclusions and Recommendations

Based on the analysis of the data collected for this study, it was concluded that all dissemination activities undertaken in the project were considered to be effective by the respondents. Rankings by respondents forced a one to six listing of preferred tasks. However, analysis of respondent ratings revealed that even the lowest ranked tasks were provided with good ratings of effectiveness. There was

observed, however, a correlation between the ranks and the ratings, thus allowing the summary listing of most effective tasks.

Based on the findings of this evaluation, the following recommendations are presented for consideration:

1. As had been the case with the 1977 visitation, the present group of visitors to the project were primarily female. Their ratings of the visit and their open-end responses concerning its effectiveness were both very high. Therefore, an effort should be made to involve more males in subsequent year's visits.
2. Again, considering respondent characteristics, the elementary teachers comprised the largest percentage of visitors. To implement a comprehensive career education program, the secondary personnel must be involved and be supportive of the total effort. Therefore, it is suggested that specific visitation activities be designed to attract and appeal specifically to secondary level personnel. These special activities need to be communicated to school districts prior to next year's visitation. A recommendation was made previously to involve more secondary people, but the idea of specific activities and/or dates was not then considered.
3. The respondents often made the visit with school teams. They found that interaction with their counterpart was the most rewarding part of the visit, followed by the orientation session. Therefore, more coordination might occur in the visits, whereby teams from schools could

visit at specified times. The orientation could be an inservice session on how that team might return home and better affect the implementation of career education. Also, by this team approach, the personal interaction with a counterpart might even be strengthened.

4. Most respondents indicated that they had shared ideas gained at the visit (and the materials received) with others. However, less than five percent had shared with the counselor(s) in their school. The literature has more and more to say about the role of the counselor in career education. This role must be understood by the counselors themselves, and projected to teachers and administrators. Therefore, organizations such as the State Personnel and Guidance Association or the State Association of School Administrators might be approached in an effort to solidify the active, participating role of the counselor. Counselors must see their program as a program, not as an "add-on" pupil personnel service.
5. Respondents indicated that they had modified their teaching based on ideas and materials they had gained from the project. Therefore, efforts should be made to reach more teachers, particularly to reach them with materials and ideas specific to their responsibility.

6. In support of number five above, the career education units (grades 1-9) were the best received of all the dissemination tasks, although very close to the visit. However, the respondents representing the high school level were less receptive to the units. Since they were for grades 1-9, this is as expected. Therefore, units should be developed for the various subjects and grade levels 10-12.

7. Also supportive of specificity of dissemination task in relation to responsibility was the finding that the "How To" guides on consumer and character education and the one on Title 1 reading and math were much better received than those relating less directly to the in school responsibilities of the teachers. Therefore, consider, as in items 5 and 6 above, the identification of critical teaching responsibilities in relation to career education. To say integrate is one thing, to demonstrate integration is another.

8. Again, as was the case in the 1977 evaluation, the newsletter was among the poorer received of the dissemination tasks. However, its ratings were quite high when considered alone. Therefore, it is recommended that the newsletter be continued, perhaps with a slightly different thrust. A sample of recipients might be queried concerning possible modifications.

9. The monograph series on the roles of professionals was not received as well as the other dissemination tasks.

However, most of the respondents were elementary teachers. Possibly this fact accounted for the low overall ranking of the monograph series. Therefore, it is recommended that a group of administrators and/or local career education coordinators be asked to evaluate the monographs regarding their usefulness in inservice education.

10. The dissemination activities which were best received were those which provided direct assistance in implementing career education rather than those which were informative. Therefore, a judgment, independent of these findings, must be made regarding the necessity of supporting informational activities. It is this evaluator's opinion that such activities are, in fact, necessary; however, rarely will they receive a favorable ranking when compared with directly usable products.
11. The first two choices, the units and the visit, were both representative of a sharing by teachers and administrators of successful and helpful practices and products. Therefore, this sharing should be encouraged at various sites across the state and at the state Career Education Conference.
12. Nearly 80 percent of the visitors to the project reported that part or all of their expenses were paid by their employers. This is a significant percentage of support by other local school districts. In line with the previous

recommendation on team visitation (Number 3), it is recommended that schools be encouraged to send teams and plan local follow-up activities upon return, thereby increasing the cost-effectiveness of the visit.

13. The dissemination tasks were well received, but not all districts in the state were involved. It is recommended that the State Coordinator of Career Education work with the Region XII project to the extent legally allowable to assure that the significant efforts of the project are available to all school districts.

APPENDIX I

A SURVEY TO ASSESS THE EFFECTIVENESS OF THE DISSEMINATION TASKS PERFORMED BY "CAREER EDUCATION IN RURAL APPALACHIA" OCTOBER 77-SEPTEMBER 78

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A SURVEY TO ASSESS THE EFFECTIVENESS OF THE DISSEMINATION TASKS
PERFORMED BY "CAREER EDUCATION IN RURAL APPALACHIA"
OCTOBER, 77-SEPTEMBER, 78

I. GENERAL INFORMATION

1. _____ (Name)

2. _____ (Name of Agency or Institution)

3. Position: (check one)

___Principal
___Supervisor
___Superintendent
___Teacher
___Counselor
___Other _____ (Specify)

4. Do you also function as a District Career Education Coordinator?

___Yes
___No

5. ____Years in Education (count this year)

6. ____Male ____Female

7. ____Age

8. ____Years of experience/involvement in Career Education (count this year)

9. Area of primary responsibility (check one)

___Elementary (K-6); ___Middle School (7-9); ___Secondary (9-12); ___Post-Secondary

10. I have received and/or attended the following: (check all appropriate ones)
A visitor to the open house should have been provided all the dissemination materials.

___A visit to the Career Education program
___The Career Education Newsletter
___The monograph series on the role of the Superintendent, Principal, Counselor, Supervisor, and Teacher
___The Career Euducation Units (Grades 1-9)
___The new series of "How To" Guides
___The Home/Family Involvement Project

II. Visitation Assessment

1. How did you find out that visits could be scheduled to observe the Hazard Area Career Education Program?_____

_____

2. What was the length of your visit?
___1/2 day; ___1 day; ___1 1/2 days; ___2 days; ___Other _____ (specify)

3. Rank order the following visitation activities in terms of their positive impact on you (use all 4 numbers to place the activities in order from high to low)--a mark of 1 being highest impact, a 2 being next highest, then 3, then 4.
___Orientation sessions
___Visits with a district coordinator or other administrative personnel
___Interaction with a teacher or counterpart of mine
___Question and answer wrap-up following the visitation

4. After the visit, what follow-up did you make? (Check all that apply)
___Nothing, as yet
___I have modified my teaching plans based on ideas I gained
___I wrote a report on my visit and circulated to appropriate persons
___I shared my experiences with others, including: (Check all that apply)
___Administrators
___Teachers
___Counselors
___Others (specify)_____

5. What was your overall impression of the visit? Please rate on each of the following. (circle one)

a. Stimulated action on my part:

Unstimulating						Stimulating
1	2	3	4	5	6	7

b. Use value:

Not helpful						Very helpful
1	2	3	4	5	6	7

c. Appropriateness of the information to your responsibility:

Inappropriate						Appropriate
1	2	3	4	5	6	7

d. Interest- I found the visit:

Uninteresting						Interesting
1	2	3	4	5	6	7

6. Overall, I rate the value of the visit as:

Poor						Excellent
1	2	3	4	5	6	7

III. Newsletter Assessment

1. How many issues of the newsletter did you read? _____

2. Which portions of the newsletters did you normally read? (Check all that apply)
   - ___I usually read the entire newsletter thoroughly
   - ___I normally read only certain items, specifically: (✓)
     - ___Feature story on front page
     - ___Items describing teaching practices
     - ___Items describing materials that are available
     - ___Items describing meetings or conferences
   - ___I normally do not read the newsletter, although I quickly scan the contents

3. Which items of the newsletter generally helped you most?_____

4. What have you done with your copies of the newsletters?
   - ___I have thrown them away
   - ___I filed them for total school use
   - ___I shared or circulated them to:
     - ___Administrators
     - ___Teachers
     - ___Counselors
     - ___Others (specify)_____
   - ___I made copies and disseminated them in our school

5. What was your overall impression of the newsletter? Please rate on each of the following:

   a. Design and format:

Unattractive						Attractive
1	2	3	4	5	6	7

   b. Stimulated action on my part:

Unstimulating						Stimulating
1	2	3	4	5	6	7

   c. Quality of information presented:

Low quality						High quality
1	2	3	4	5	6	7

   d. Content was generally:

Uninteresting						Interesting
1	2	3	4	5	6	7

   e. Use value of the newsletter:

Not helpful						Very helpful
1	2	3	4	5	6	7

6. My overall rating of the newsletters is:

Poor						Excellent
1	2	3	4	5	6	7

IV. Assessment of the Five Monographs on the Role of the Superintendent, Principal, Counselor, Supervisor, and Teacher

1. What is your rating of the monographs in relation to the following:

   a. Design and format:

Unattractive						Attractive
1	2	3	4	5	6	7

   b. Interest and stimulation:

Uninteresting						Interesting
1	2	3	4	5	6	7

Unstimulating						Stimulating
1	2	3	4	5	6	7

   c. Appropriate for use in clarifying roles:

Inappropriate						Appropriate
1	2	3	4	5	6	7

   d. Quality

Low quality						High quality
1	2	3	4	5	6	7

   e. Use value: How helpful in clarifying roles

Not helpful						Very helpful
1	2	3	4	5	6	7

2. What have you done with your monographs? (Check all that apply)
   ___I have thrown them away
   ___I filed them for total school use
   ___We used them for inservice education
   ___I shared or circulated them with others (which)
      ___Administrators
      ___Teachers
      ___Counselors
      ___Others (specify) _____
   ___I have requested more copies to disseminate to our staff

3. Was any one monograph considered better than the others?_____
   _____
   (which?)

4. Overall, I give the monographs the following rating:

Poor						Excellent
1	2	3	4	5	6	7

V. Assessment of the Career Education Units (Grades 1-9)

1. What was your rating of the career education units on each of the following:

a. Design and Format:

Unattractive						Attractive
1	2	3	4	5	6	7

b. Content was generally:

Uninteresting						Interesting
1	2	3	4	5	6	7

c. Extent to which the units will be used by teachers:

Not used						Extensively used
1	2	3	4	5	6	7

d. Quality of the information presented:

Low quality						High quality
1	2	3	4	5	6	7

e. Use value of the grade level units:

Not helpful						Very helpful
1	2	3	4	5	6	7

2. Did adding the "Concepts and Skills" section to the Unit add to its usefulness?

___Yes
___No
___No opinion

Comments:_____
_____
_____

3. What have you done with your copies of the Units? (Check all that apply)

___I have thrown them away
___I filed them for total school use
___We used them for inservice education
___I shared or circulated them with others (✓which)
  ___Administrators
  ___Teachers
  ___Counselors
  ___Others (specify)_____
___We have requested more copies to disseminate to our staff

4. Overall, I give the career education units the following rating:

Poor						Excellent
1	2	3	4	5	6	7

VI. Assessment of the "How To" Guides

1. Rank order following types of guides in terms of which you feel are most to least effective and helpful. A one (1) is for most helpful, a 2 next, then 3, 4, 5, and 6.

___How to Combine Career Education and Consumer Education
___How to Combine Career Education and Character Education
___How to Combine Career Education and 4-H Club Work
___How to Combine Career Education and Boy and Girl Scouts
___How to Combine Career Education and Title I Reading and Math Program
___How to Correlate Career Education and Pre-Vocational Training

2. What is your overall rating of the "How To" Guides in relation to each of the following:

a. Design and format:

Unattractive						Attractive
1	2	3	4	5	6	7

b. Content was generally:

Uninteresting						Interesting
1	2	3	4	5	6	7

c. Use value of the guides:

Not helpful						Very helpful
1	2	3	4	5	6	7

d. Extent to which the guides stimulated action on my part:

Unstimulating						Stimulating
1	2	3	4	5	6	7

e. The quality of the guides was generally:

Low quality						High quality
1	2	3	4	5	6	7

3. What have you done with your copies of the "How To" Guides? (Check all that apply)

___I have thrown them away
___I have filed them for total school use
___We used them for inservice education
___I shared or circulated them to
  ___Administrators
  ___Teachers
  ___Counselors
  ___Others (specify)_____
___ I have requested more copies be obtained to disseminate in our school

4. Overall, I give the "How To" Guides the following rating:

Poor						Excellent
1	2	3	4	5	6	7

VII. Assessment of the Home/Family Involvement Project

1. Did you obtain information on the Home/Family Involvement Project during your visit to the Hazard Career Education Project?

   ___Yes
   ___No

2. How would you rate that "How To" Guide in relation to the other six described in Section VI?

   ___ First
   ___ Second
   ___ Third
   ___ Fourth
   ___ Fifth
   ___ Sixth
   ___ Seventh

VISITATION EXPENSES

1. Indicate the extent to which your expenses were reimbursed for the visitation:

   ___I paid my own expenses
   ___I live nearby and had few expenses
   ___My employer paid part, but less than half of my expenses
   ___My employer paid part, but more than half of my expenses
   ___My employer paid all my expenses

VIII. Overall Evaluation

1. There were five (5) dissemination activities in the Kentucky Valley Career Education Project. Considering the overall impact or potential impact on our school, rank order the activities as to your impression of their effectiveness as a dissemination device. A rank of one (1) means most impact, (2) next, etc. to (5) being the least effective. (If you can't rank one or more, (X) it and rank the remaining ones.)
   ___The Visit to the Career Education project
   ___The Career Education Newsletter
   ___The monograph series on the roles of the Superintendent, Principal, etc.
   ___The Career Education Units (Grades 1-9)
   ___The "How To" Guides

2. If you are familiar with the Sixth Activity, the Home/Family Involvement Project, where would you rate it in relation to the above five activities or documents?
   ___First, ___Second, ___Third, ___Fourth, ___Fifth, or ___Sixth.

3. The following questions ask for combinations of the six activities you like, plus your reasons. Therefore, your answers to these questions can be independent from your responses to 1. above.

   a. If you could only use one of the six documents or activities listed in questions 1. and 2. above to cause other people to implement Career Education, which would it be?_____
   Why?_____
   _____

   b. If you could add a second, what would it be?_____
   Why?_____
   _____

   c. If you could add a third, what would it be?_____
   Why?_____
   _____

   d. Having all six and you had to cancel one of the six documents or activities from your plans, which would you cancel first?_____
   Why?_____
   _____

   e. If you had to cut a second activity, which would be next to go?_____
   _____ Why?_____
   _____

4. Our dissemination activities can be classified according to the following purposes:

   a. Information giving and stimulation (Information)
   b. Actual help for implementation (Help)

   Please rate each of the following six activities in terms of how well, in your opinion, it fulfilled each purpose. Circle two (2) responses for each activity, one for each category. Mark NA if you feel that the activity is not appropriate for the purpose. 1 = Low to 5 = High.

Activity/Document	Low ——— High (a) Information	Low ——— High (b) Help
Visit	NA 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
Newsletter	NA 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
Role Monographs	NA 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
Career Education Units	NA 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
"How To" Guides	NA 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5
Family Involvement Project	NA 1 - 2 - 3 - 4 - 5	NA 1 - 2 - 3 - 4 - 5

5. Please respond to the following questions by listing one or more of the above dissemination activities as appropriate.

   a. If you wanted to hold a workshop or in-service meeting, which of the six activities or documents might you use for help? (You can list more than one)

   _____

   _____

   b. To help a classroom teacher implement Career Education, which of the six activities or documents might you use for help? (You can list more than one)

   _____

   _____

   c. Have you written or phoned project personnel to get more information about their activities? ___Yes ___No If yes, which activity(s) prompted your call?

   _____

   _____

c. Have you written or phoned project personnel to get more information about their activities? ___Yes ___No If yes, which activity(s) prompted your call?

_____

_____

d. Have you invited persons from the KVEC-C.E. Project to your school to share their efforts with you? ___Yes ___No If yes, which activity(s) or document(s) prompted your invitation?_____

_____

COMMENTS:

Thank you for your cooperation. This has been a long, but important questionnaire. Your help is sincerely appreciated.